

Bright Stars Nursery

Inspection report for early years provision

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Inspector Elaine Douglas

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bright Stars Nursery initially registered in 2008 and re-registered as a limited company under the same ownership in 2012. It is one of three privately run nurseries operated by the company. It operates from the White Horse Children's Centre, in Westbury, Wiltshire. The nursery has sole use of a baby room, toddler room and pre-school room, and bathroom facilities are easily accessible. Children have access to secure outdoor play areas. They have use of the facilities in the adjoining children's centre, which includes a sensory room.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery may care for a maximum of 40 children under eight years at any one time, all may be in the early years age group. Currently, there are 100 children on roll from birth to five years. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language.

The nursery is open each weekday from 8am to 6pm for 48 weeks of the year, closing for two weeks at the beginning of the summer, one week at Easter and one week at Christmas. The nursery receives funding to provide free early education for children aged two, three and four years. The owner holds a level 6 qualification in early years and the nursery manager is qualified to level 3 in childcare. There are 15 other members of staff, one of whom holds a level 5 qualification and all other staff hold level 3 qualifications in childcare. One member of staff is working towards a level 5 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery's highly qualified and experienced management leads an ambitious staff team who strive to provide excellent outcomes for children. Rigorous self-evaluate and monitoring of their provision ensures continuous improvement. Excellent partnerships ensure that staff meet each child's individual needs in this inclusive nursery. Consequently, children make outstanding progress in most areas of their development. Skilful interaction and planning from staff is the strength of the nursery and enables all children to become confident communicators.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending children's independence during routines in understanding the need for hygiene and managing age appropriate tasks.

The effectiveness of leadership and management of the early years provision

Staff safeguard children through extensive risk assessments, which help to keep children safe on and off the premises while enabling their independence. Managers expertly support staff in taking on specific roles according to their strengths. For example, one member of staff has recently received higher-level child protection training and they are mentoring her to take on the role of designated safeguarding officer. Excellent documentation is in place to provide further guidance. Staff are meticulous in implementing the well documented policies and procedures, to protect and promote children's welfare. Rigorous recruitment procedures help to ensure that managers only employ suitable personnel and continuous supervision supports their ongoing development.

Rigorous monitoring by the management team means all staff continuously attend training and update their knowledge. They receive support and guidance from the local authority in targeting training and focusing their improvement plans. This has a major impact on the nursery staffs motivation and empowers them to implement research. For example, they have introduced the ethos of government initiatives to their parents so that they can work in partnership to enhance children's communication skills. Highly effective self-evaluation, which includes parents and children's feedback, has led to staff changing the learning environment and providing a wider range of resources outdoors. Staff comment on the managers being open and receptive to their ideas and utilizing their different skills.

Management deploys staff throughout their three nurseries according to their skills and strengths to ensure maximum effectiveness. Free-flow between the indoor and outdoor environments enables children equal access to the excellent resources to make links in their learning and meets their individual preferences. Staff regularly change the role-play area to widen children's experiences of understanding the world. Staff provide highly positive role models of gender roles and abilities. They use persona dolls to extend children's understanding of diversity through story telling.

Managers and staff build outstanding partnerships with parents and keep them central to their child's learning. Father, uncle and granddad days are highly successful and parents regularly read stories, share activities with their children and attend information sessions to continue their child's learning at home. Staff seek parents' feedback and look at ways to ensure all are included. Parents receive extensive information, both verbally and in writing, on their child's development. Parents provide excellent information, which staff regularly update, so that babies' routines are consistent. A talking book in the reception area provides an innovative way of the children telling the parents what they are learning through their activities. Parents comment on being extremely impressed with the way staff are eager to work with them to meet their wishes and any additional needs.

Extensive partnerships with other professionals and those that share care of the children are in place. This enables staff to meet every child's individual welfare and learning needs extremely well. The manager has set up multi-agency forums where they share information to enhance the quality of the care they provide for each child.

The quality and standards of the early years provision and outcomes for children

Children develop excellent skills for their future. They are confident learners moving around the environment and selecting resources. For example, a child sets up the skittles, noticing they have put them in a triangle shape. With staff interaction, they count how many they have knocked down and how many remain standing. Other children use clipboards and pens indoors to make a map and take them outside noticing arrows and words chalked on the ground. Toddlers notice changes when mixing paints and use chalk to practise their early writing skills. Children are extremely pleased with their achievements and use a real camera to take photographs for their development files. Staff use excellent methods to engage all children in developing a love of books, so older children notice rhyming words and are keen to take books home to share with their family.

Skilful observation enables staff to know when to interact with children and when to value their independent learning. They provide excellent playmates and highly positive role models. For example, a member of staff engages children in working together. They eagerly talk about the Olympics and make a swimming pool. They use chalk to make swimming lines, draw the Olympic circles and compare themselves to medallists. This leads to running races and counting how long they take. Children learn from each other because staff identify common interests which helps to bond relationships and encourage inclusion. Staff demonstrate to toddlers how to use scissors and give them plenty of time and experiences to practise their new skills. Staff provide exciting dens and areas which promote children's confidence and communication skills.

Children enjoy growing their own produce, harvesting and eating them. They collect eggs from the chickens and use them in their baking. This helps to enhance children's awareness of healthy eating. A visit from the hygienist supports activities on dental care extremely well. Overall, most children develop excellent healthy practices through their daily routines, such as drinking fresh water, washing their hands and blowing their noses. Occasionally staff do not fully promote children's independence in managing these practices. For example, they sometimes pour drinks for children that are more able. Babies and children have daily outdoor experiences. Toddlers balance on irregular logs and mobile babies practise their walking with push along toys.

Children gain an excellent awareness of safe practices. Real experiences, such as a trip to the fire station embed their understanding which they then act out. Their behaviour is exceptional because they are motivated to learn, happy and actively

engaged in the activities. Staff sensitively encourage children to understand their emotions and children are proud to share their cultural celebrations and feel valued for their individuality. Staff use sign language with babies and throughout the nursery to support communication at all levels. Consequently, children learning English soon feel confident to get involved and practise their language skills. Children love spending time with the "hearing dog" who attends the nursery with a member of staff. This further promotes children's positive awareness of people's differences.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met