

Inspection of Shining Stars

1 Canning Street, Bolton, Greater Manchester BL1 8EZ

Inspection date: 5 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enthusiastically join in activities. Babies squeal in delight as they walk over soft blocks, giggling as they wobble. Staff are close by, and they encourage and remind children how to play safely. Children learn to climb and balance. Toddlers develop fine motor skills as they carefully place blocks on top of each other. Staff skilfully interact with them. They encourage children to count the blocks. Pre-school children chat to each other as they build a gingerbread house. Staff encourage them to experiment with the icing. They discuss how much icing is needed to stick the walls together. Children have a marvellous time as they play and learn, and their behaviour is good. Children are involved in activities and concentrate well. Parents say their children enjoy activities. They talk about what they have done when they get home.

Staff are ambitious for children, providing challenging activities. Children, including children with special educational needs and/or disabilities (SEND), engage well. All children make good progress. The setting has worked hard to develop the outdoor area. Children enjoy painting with large brushes. They develop gross motor skills. Their eyes are wide with wonder as they watch bubbles float in the air and then plop onto the floor. They touch the bubble gently, waiting in anticipation for it to 'pop'.

What does the early years setting do well and what does it need to do better?

- Managers have a clear intention to support children so they are ready for school. They acknowledge the different starting points of children attending. Managers support staff to develop a curriculum that gives children a range of new experiences. Managers liaise well with local schools to identify the skills children need as they transition. Children make good progress and are school ready.
- Many children attending the setting speak English as an additional language. Staff introduce language through books and rhymes. During activities, they use new and descriptive words, such as 'sour', 'sweet' and 'cold'. Parents comment that their children's language develops well. Staff take time to get to know children. Consideration is given to the cohort of children. For example, staff have introduced climbing equipment into the toddler area to support their gross motor skills. This also helps to calm some of the children so they can focus on activities.
- Staff use observation to assess children and to plan next steps. For example, they note that children are ready to develop pencil control. Children are interested in using magnifying glasses to look for toy insects in trays of soil. Staff skilfully encourage them to use tweezers to pick up the insects. Children develop fine motor skills, which will help their pencil control.
- Generally, staff encourage children to think and problem-solve. For example,

when making dough, staff use questions to help children discover that it is 'too runny'. However, on occasion, staff do not give children time to think and respond to these questions. On these occasions, children do not develop their thinking and reasoning skills.

- Children with identified needs are quickly recognised. Clear and sequenced plans are put in place. Communication with other professionals is good. Children with SEND make good progress.
- Children are familiar with the daily routine. For example, they go unprompted to the bathroom to wash their hands before snack. Children are learning good hygiene routines.
- Books are frequently used. Babies choose books, and staff swiftly interact and talk about the pictures. Babies point and use words to describe what they see. Older children sit on a chair and read the story to their friends. Children use books confidently and develop a love of books.
- Parents are positive about the setting. They say their children are eager to attend. Parents value the information they get about their children's activities and learning. Some parents would like more activities to extend children's learning at home.
- Behaviour is generally good. Children have developed friendships and show care for each other. They share and take turns. They are building skills that will support them as they transition to school.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their role and responsibilities to protect children from harm. They have secure knowledge of the signs and symptoms of abuse and know what to do should they have a concern about a child's welfare. This includes whistle-blowing procedures. Staff have regular safeguarding training to keep their knowledge up to date. The setting is secure, and the deployment of staff ensures children are monitored well throughout the day. Children cannot leave the setting unsupervised. Play areas, indoors and outdoors, are free from hazards. Staff are trained in paediatric first aid.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build on the existing provision to offer activities for children to do at home to help support their learning to continue in the home environment
- provide children with more time to think and respond to questions to help develop children's skills in thinking and reasoning.

Setting details

Unique reference number	EY380910
Local authority	Bolton
Inspection number	10264898
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	58
Number of children on roll	38
Name of registered person	Atcha, Riyaz
Registered person unique reference number	RP514867
Telephone number	01204 366948
Date of previous inspection	29 June 2017

Information about this early years setting

Shining Stars registered in 2008. The nursery employs seven members of childcare staff. Of these, one holds a relevant level 6 qualification and five hold early years qualifications at level 3. The nursery opens Monday to Friday, all year round, apart from Christmas, Eid and bank holidays. Sessions are from 8am to 3.15pm on Monday, Tuesday and Friday, and 8am to 4pm on Wednesday and Thursday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed children, paying attention to how effective the curriculum is for children's learning.
- The manager conducted a learning walk and discussed with the inspector how the provision is organised, how the curriculum is planned and delivered and what children will learn from this.
- The parents and staff spoke to the inspector to share their views at appropriate times during the inspection.
- The inspector viewed relevant documentation, including paediatric first-aid certificates and Disclosure and Barring Service information.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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