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# Bright Stars Childcare Services

Inspection report for early years provision

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<b>Inspection date</b>	27/04/2012
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<b>Type of setting</b>	Childcare - 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 Childcare Services was registered in September 2011. It operates from a converted bungalow situated in a residential area in Sutton-in-Ashfield, Nottinghamshire. Children are cared for in four rooms on the ground floor and three rooms with additional facilities on the first floor, which is accessible by stairs. There is a fully enclosed garden for outside play and an enclosed area for babies and younger children. The setting is open each weekday from 7.30am to 6pm all year round.

The setting is registered to care for a maximum of 22 children under eight years at any one time, all of whom may be in the early years age range. It also offers care to children aged over five years and is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The setting employs eight members of staff, of whom five hold childcare qualifications to level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is Outstanding.

Children are cared for in a homely, extremely welcoming and inclusive environment by staff who value each child's individuality and are committed to providing high quality care. They provide an excellent range of exciting learning opportunities, both in and out of the setting, which ensures children are fully engaged and extremely well supported in making outstanding progress, given their age, ability and starting points. Excellent attention is paid to building positive, trusting relationships with the parents and carers and to developing strong links with other providers and the local community. Rigorous self-evaluation by the manager and staff team ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is extremely responsive to the needs of all of its users.

## **What steps need to be taken to improve provision further?**

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

- consistently analysing the observations made on individual and groups of children so that effective planning is maintained.

## **The effectiveness of leadership and management of the early years provision**

Staff are meticulous in safeguarding and protecting children from possible harm. Robust systems are in place for the recruitment and vetting of any new members, for their induction and to support the ongoing professional development of all staff. The organisation of all aspects of the setting is exemplary, which ensures that children receive an extremely high standard of care. The friendly, highly motivated and committed staff team work extremely well together and carry out their duties diligently. Detailed and very well maintained documentation and comprehensive policies and procedures are in place, which are effectively implemented. Highly effective systems are in place to monitor and evaluate the service and ensure continuous improvement, with staff, parents and children fully involved in the process. This collaboration ensures the opinions of all concerned are carefully considered and their suggestions implemented wherever possible, to secure future improvement.

Staff promote a highly inclusive setting where all children are welcome to attend and steps are taken to ensure their individual care and learning needs are met. Children are monitored carefully to identify any issues which may require early intervention. Individual education plans are drawn up and very close relationships are fostered with the parents and any other professionals involved in their care. The setting has established excellent links with the local nursery and shares information with them to further support the children who have shared care. Relationships with parents are excellent. The setting fully involves them in every step of their child's development through the exchange of information and opportunities for them to contribute to their child's learning and development records. The very good organisation of space and play resources means that children's needs and interests are catered for accurately.

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

Children and babies are very comfortable and secure in the care of the dedicated staff. They arrive happily and immediately settle into their familiar routines. They are confident and independent in their chosen activities, which stimulate and challenge them. Staff view the interests of the child as central to the planning and assessment process. This information is then used to plan effective activities which are usually evaluated. Systems are being developed to ensure that evaluations are carried out more regularly to maintain the effectiveness of the planning. The

children are all making very good progress in relation to their starting points, as staff are very aware of their additional needs or any support that is required. All children are welcome in the setting and resources are available to raise children's awareness of diversity, such as dual-language books and puzzles which challenge gender stereotypes. Staff promote multicultural awareness through many activities which celebrate the beliefs and customs of others. Parents also share resources from other cultures with the setting, such as traditional costumes.

Children's knowledge of the world around them is excellent as they regularly venture out into the local community to visit the dentist, library and optician. They visit a nearby farm to see the lambs, which supports their topic about spring. A trip to a railway station also consolidates learning during their transport topic. Experiences such as these are highly meaningful for the children. Babies eagerly explore a large cardboard box while older children enjoy a story with a member of staff. This shows that children are settled, happy and secure in their environment. A dedicated numeracy area provides a range of opportunities for older children to develop number skills, while babies explore a range of number puzzles and shape-sorting toys. Children measure their feet at the local shoe shop and use money to buy tickets on the bus and buy items from the charity shop. These valuable experiences give children real-life opportunities to develop their mathematical knowledge. Their imaginations are developing very well. In the designated 'messy play' room, they can freely paint at the easel, model with play dough, use a range of sticking and craft materials and explore the sand and water with a selection of additional tools. The children visit the local forest centre where they creatively produce wax rubbings and improve their balancing skills on the large climbing equipment.

The children learn about healthy lifestyles and how to keep themselves safe. They eat a well-balanced diet of fresh, wholesome food prepared on the premises and enjoy the social interaction during lunch time when they tell staff what they have enjoyed so far that day. Children plant seeds to grow flowers and learn about recycling at the local museum. Their weekly trips outside the setting facilitate excellent road safety practice which, together with highly detailed risk assessments, ensure the children are kept very safe. During their play, they are careful with resources, using tools and implements capably and safely. Artwork is proudly and prominently displayed for the children, parents and visitors to see. The children self-register with their own photograph as they arrive and check to see whose birthday it is that week, which makes them feel important and adds to their very strong sense of belonging to the setting. Behaviour is exemplary and the setting is calm at all times because the organisation and routines are extremely secure. Children's confidence, independence and communication skills are developing extremely well. They happily chat to staff and their peers and thoroughly enjoy their time in the setting.

## 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

### 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