

# Bright Stars Pre-School

Unit 10 Woodland Industrial Estate, Eden Vale Road, WESTBURY, Wiltshire, BA13 3QS

## Inspection date

Previous inspection date

06/11/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

1

The contribution of the early years provision to the well-being of children

1

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

1

## The quality and standards of the early years provision

### This provision is outstanding

- There are excellent, well-established, professional relationships between the staff and parents, carers, the school and external agencies. This means children make outstanding progress, and gaps in their learning and development close rapidly.
- Children are enthusiastic, purposeful and imaginative learners. Staff take account of every child's developmental needs and interests. They plan exceptionally stimulating, interesting, motivating and relevant activities, so that children delight in learning.
- Children settle quickly and with ease. They behave well and become increasingly confident, responding to the staff's reassurance, clear and realistic expectations and consistent encouragement. This means children have very secure emotional attachments with familiar adults.
- Children thoroughly enjoy their time at this welcoming and extremely supportive nursery. They make excellent progress because highly effective staff understand and respond to their individual learning needs, encouraging children to build, develop and extend their own ideas and interests.
- The owner and managers have excellent systems in place to oversee the educational programmes and children's progress. They are highly committed to continuous improvement through solid and effective reflective practice. Therefore, improvement plans successfully target and focus on children's learning needs.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed the children at play indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the provision with all staff at appropriate times during the inspection.
- The inspector sought the views of parents through discussion and questionnaire evidence.
- The inspector sampled paperwork including policies and procedures, risk assessments, children's individual files and staff suitability documents.

## Inspector

Shirelle Norris

## Full report

### Information about the setting

Bright Stars Pre-school registered in 2012 and are situated in Westbury, Wiltshire. It is one of two of privately owned nurseries. The group is registered on the Early Years Register. They are open from 8.30am until 3.30pm Monday to Friday, term time only. The group has use of two main rooms, with kitchen and toilet facilities and an outdoor play area. There are currently 76 children on roll. The setting supports children with special educational needs and/or disabilities and children who learn English as an additional language. Six members of staff work with the children and all have appropriate early years qualifications.

### What the setting needs to do to improve further

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

- extend the younger children's access to resources that enhance their awareness of information technology.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children enjoy an extremely calm and caring atmosphere in this excellent pre-school. They are busy and engage in an inspiring range of purposeful activities that support them in acquiring new skills for their future learning. Children clearly enjoy attending the pre-school, as they enter confidently and settle quickly. They eagerly choose what they want to do from the very wide range of interesting and stimulating experiences provided. Staff have an extremely secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They are highly skilled in assessing where children are within their development age bands. Staff use this information to successfully extend children's progress and to plan focused challenging activities for their learning. They take account of children's interests, and balance child-initiated and adult-led activities extremely well to encourage children to be active learners. Staff ensure resources are well organised and stored at low level, to encourage the children to make independent choices. Therefore, children are imaginative and motivated learners.

Exemplary systems of observation and assessment are precise and are highly effective. Staff observe children regularly. They take account of each child's learning and feed information consistently to the team to target specific learning. As a result, planning is sharply focused and extremely well organised, where all staff contribute to this continuous highly successful process. Staff implement the progress check for two-year-old children with precision. These detail children's achievements and identify their next steps in learning. Staff share them with parents and encourage them to make relevant comments

to pursue children's learning further. Therefore, children make excellent progress in their learning and development in this vibrant and inspiring setting.

Staff have extremely high expectations for all children and plan challenging developmentally appropriate tasks that target children's learning needs. Children are curious, motivated, inquisitive in their play, and keen to learn. For example, during play outside, they were eager to find the correct number of pebbles to correspond with the numbered bugs. This helped them learn to identify numbers, sort items into groups and use comparison language, which successfully enhances their mathematical development. The highly stimulating and inclusive learning environment includes an extensive range of outside resources, which encourages learning in all areas.

Children's communication and language is promoted exceptionally well because staff interact with children positively, and encourage them to think critically and respond. For example, staff ask meaningful open questions that make children think and extends their vocabulary, such as, 'what do you think will happen if'. This successfully promotes children's curiosity and creative thought. Staff use highly effective techniques, such as modelling language and repetition to develop young children's language further. They teach children sounds and rhymes through singing songs and circle time. The staff team use initiatives, such as Letters and Sounds, and Every Child A Talker, to plan sessions effectively. This includes for those children that learn English as an additional language. Staff support their home language and use sign language, maximising opportunities for children to make connections in their communication and language and learning. Staff extend older children's literacy skills further through encouraging them to find their own name cards as they self-register. In addition, children receive very good support to recognise written letters and learn the phonetic sounds to support their early reading and writing skills. This is excellent preparation for school.

Toddlers benefit from very attentive staff. They enjoy listening to songs and rhymes with repetitive phrases to reinforce their language development. Staff incorporate mathematical learning during these times with number songs. Children join in enthusiastically and use sign language, modelled by staff to enhance their communication skills. Staff listen to older children well, acknowledge their comments and, in turn, children approach staff with confidence. Children develop a very good awareness and understanding of the world around them through discussions and activities about other cultures and beliefs. They use an excellent range of multicultural resources, and celebrate festivals from around the world. This helps children learn about the similarities and differences between themselves and others. Children become aware of the use of technology and modern life when using computers and simple equipment. However, resources to enable the youngest children to learn about technology are not always accessible. This reduces opportunities for them to fully explore and become confident with information technology.

Children concentrate and show great interest in messy and sensory play activities. They explored different textures, such as corn flour and jelly, feeling it with their hands while talking about the textures, explaining, 'it is squidgy and cold'. Staff encourage children in their exploration by joining in and offering lots of praise. As a result, children concentrate and persevere in their learning. This helps ensure they are confident and well prepared for future transitions as they move within the pre-school and on to school. There is a huge

emphasis on encouraging children to collaborate and use their ideas to think creatively. For example, children chose resources from around the room to set up a dinosaur land. They talked to each other excitedly and enthusiastically, creating a wonderful, imaginative area with dinosaur food and spaces for them to live. Children's efforts demonstrate highly creative and animated learning, especially using their imaginations. For example, they learnt about the world around them, they communicated and socialised very well with their peers. They used books to support and extend the learning and stayed completely engaged for a long period. Staff acted as extremely supportive and motivating teachers as they encouraged the ideas. The teaching throughout this activity was outstanding.

Staff very effectively support those children with additional needs. Children who learn English as an additional language, including those at the early stages of learning English, are making outstanding progress. This is because of the sharp focus staff place on developing language within the nursery. Staff strongly promote children's home languages, using key words to support their daily routines. Their home language is celebrated and words and signs used positively to promote communication within the pre-school. Well-thought out activities prepare children exceptionally well for the future. Staff have established excellent links with local schools and invite teachers to the nursery to help children achieve a smooth move into school.

### **The contribution of the early years provision to the well-being of children**

Highly supportive and established routines give children a very strong sense of belonging and well-being at the pre-school. Children are cared for in an exceptionally warm and welcoming environment, with a high priority given to their safety and well-being. The safe premises and regular risk assessments undertaken by staff add to children's security. For example, parents and visitors use a secure entry system. All visitors sign in and out and all staff wear a name badge to make them easily identifiable. The pre-school is very homely and staff provide children with an excellent and smooth transition from home to their first experiences of childcare. Young children are very happy and settled and staff meet their emotional well-being extremely well.

The pre-school has a robust key-person system. Highly skilled key persons prepare all children exceptionally well for the next stages in learning. All Staff know all the children very well. They confidently know where children are in terms of learning and development, and where their interests lie. This helps them provide children with excellent support and extension in all that they do. All staff build very positive and secure attachments with all children and parents. Staff cuddle and comfort children when needed and children are very happy and settled in the environment. Staff share daily information about the children's time at pre-school with parents verbally and through individual communication books. Children show they feel secure and safe as they interact with staff and their peers. They move around with confidence, making choices about what they want to play with or explore, and share any concerns or questions with the adults around them. Key persons are familiar with children's individual care routines and dietary needs, and strongly adhere to them. Older children are developing their personal independence skills and become responsible individuals.

Children's behaviour is exemplary. Staff are very good role models and speak to the children kindly and sensitively. All children talk know and talk about the Golden Rules, and remind their friends about them. Displays reiterate behavioural expectations for parents, children and staff, and as a result, there is continuity and expectations are clear. Children show respect and kindness for each other as they cuddle their friends and ask if they can join an activity. Children rapidly develop strong friendships with each other and the adults around them. Staff praise children for their efforts to socialise as well as achievements in activities. As a result, children display high levels of confidence and self-esteem. They work exceptionally well and cooperatively with their peers.

Children learn positively about healthy lifestyles. Staff talk to them about healthy choices and having strong muscles. Children follow good hygiene regimes because staff consistently remind and support their practices. Children have daily opportunities for fresh air and exercise outside, promoting their health and physical development very well. Children make decisions about where they want to play. This helps nurture those children who enjoy learning outside and promotes decision-making and independence.

Staff teach children about safety and dangers well through planned activities. They regularly go on walks and teach children about road safety. Staff teach children to use scissors safely and ensure they know how to safely transport equipment. This outlook successfully fosters children's awareness of how to be safe. Staff include children in the regular emergency evacuation drills so they understand what to do. A recent trip to the fire station provoked conversations around safety. This active learning helps children understand and learn about keeping themselves safe from harm.

Resources both inside and outside cover all areas of learning and staff set them up well to offer children challenge and risk. Children can independently access most of these toys and when they show interest, staff take note of this. This means staff nurture children's interests and children learn, happily playing with resources they have chosen.

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

The owners and managers alongside the rest of the team are passionate and committed to providing a high quality service to children and their families. As a result, leadership is strong and inspirational, ensuring the delivery of high quality education programmes in a safe environment.

Children's safety and welfare is at the heart of practices within the pre-school. The manager leads staff exceptionally well, ensuring that they are all aware of safeguarding procedures and follow these rigorously. As a result, staff have a comprehensive understanding of child protection and know what to do if they have concerns about a child's welfare. The management team ensure that policies and procedures are up to date. They share them with parents and staff so there is consistency and a clear understanding of roles and responsibilities. The pre-school is secure, indoors and outside, to prevent

unauthorised access, and supervision of children is vigilant to ensure their safety at all times. Recruitment procedures are robust to verify staff suitability, qualifications and experience.

The manager effectively monitors the quality of teaching and the progress children make over time through continuous assessment. Strategies to track children's progress are highly successful, supporting staff to plan very specifically to promote children's individual learning. This allows the team to promptly identify and close any emerging gaps in children's learning. The management team conduct regular supervision meetings with all staff to identify any training needs and enable ongoing professional development. Therefore, staff are highly skilled.

The management team's enthusiasm inspires staff to deliver the highest possible standards of care and learning. Therefore, children receive support from a highly motivated and dedicated team that all share the highest aspirations to achieve continuously excellent results. There are extremely good arrangements for promoting continual improvement within the nursery. The supervisor and manager confidently talk about what works well for the nursery and clearly identify areas in which they want to improve. They take account of the views of parents and they carry out the local authority evaluation to reflect further on the provision. There is an exceptionally high priority placed on reflection and a continual drive for improvement.

There are highly effective partnerships with other professionals and parents. The nursery values the links and support they have with the local authority, agencies and other professionals, which enable them to successfully meet children's unique needs. There are extremely strong partnerships with parents. Parents share valuable information about their children's developing skills and day-to-day personal care routines. This enables staff to continue with familiar care routines and activities. Newsletters, emails, informative notice boards and individual communication books help to keep parents informed of pre-school life and their children's learning experiences. Parents regularly see their children's learning profiles and can request to see them at any time. They have opportunities to attend formal parent meetings to discuss their children's developmental progress throughout the year. This means parents are very knowledgeable about their children's care and learning needs. Parents have opportunities to be actively involved in their child's learning, for example, by sharing information in their communication books and room boards. They receive invitations to take part in parent sessions, for example, Make and Bake. There are many opportunities for parents to access information about how children learn and develop. Parents talk very positively about the pre-school and the work of the staff. They say how happy their children are and are very pleased with the friendly and dedicated staff.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY442739
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	922456
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Bright Stars Childcare And Education Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07960741143

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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