

Bright Stars Day Nursery

Cleeve Road, Leatherhead, Surrey, KT22 7SA



Inspection date

18 September 2017

Previous inspection date

23 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her team develop warm and friendly relationships with children throughout the nursery. Children are very secure and happy. They show high levels of confidence and behave exceptionally well together.
- The owner and manager have improved the outside area since the last inspection. Children enjoy being outside. They engage in a range of stimulating and challenging activities.
- Staff provide a well-resourced environment to engage children in their learning. Children make good progress from their starting points.
- Staff know how to teach children to play and learn effectively. Staff encourage older children to listen carefully and join in with group activities and games. They help children to quickly become involved in their self-chosen activities.
- Staff form effective partnerships with parents and provide them with information to help them further support their children's learning at home.
- The youngest children settle quickly and are very confident and active learners. Staff are highly skilled at meeting babies' and toddlers' care and hygiene needs.

It is not yet outstanding because:

- Staff working with the oldest children do not sharply focus their assessments to help precisely identify what children need to learn next.
- The manager does not rigorously help all staff to reflect and extend on their teaching skills, such as when assessing the impact of their teaching on children's learning, to continually improve their practice.

What the setting needs to do to improve further

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

- review the system for collecting assessments in the pre-school room and develop strategies to enable all staff working there to quickly know children's next steps in learning.
- help staff to reflect and extend on their teaching skills more precisely and identify ways to continue to improve their practice.

Inspection activities

- The inspector observed the quality of teaching during activities taking place inside and outside.
- The inspector held meetings with the nursery manager and owner. She looked at relevant documentation and evidence of staff suitability.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector completed a joint observation in each room with the nursery manager.
- The inspector spoke with staff and children at convenient times during the inspection.

Inspector

Teresa Kiely

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff team have a good understanding of all aspects of safeguarding. They attend regular training to help them to keep children safe. Recruitment procedures are robust. The manager supervises her staff carefully, and monitors the performance of children from their starting points. This helps to identify where additional support is needed to support closing gaps in learning. The manager and owner have an accurate view of the strengths of the nursery provision. They provide staff with the training they need. Recent training has developed staff's skills when speaking and listening to children.

Quality of teaching, learning and assessment is good

Staff know the children well. Their teaching is consistently good throughout the nursery and they provide a stimulating learning environment. Children learn well; when they work on their own, with their friends, and at a planned activity. Overall, staff plan effectively and take account of children's interests and their next steps in learning. Children are well prepared for school. Staff help children to play imaginatively and creatively together. Staff give younger children activities that engage and enthuse them. Babies benefit from staff's expert teaching and the exceptional learning environment staff have created in the baby room. Staff provide babies with toys that help them to explore their world. They join in with their play and encourage their early communication skills.

Personal development, behaviour and welfare are outstanding

Children's emotional well-being is exceptionally well promoted. Settling-in sessions are very carefully planned. Parents, their children and key persons form nurturing and positive bonds through planned time together. When children change rooms, their settling-in time is carefully managed. Staff are very alert to children's emotional needs. When children and toddlers are unsure, staff know just how to help them to join in. Older children seek each other out to join in play together. School staff visit the nursery before children leave, and a book is made to help children prepare for their next stage of education. Children learn about the importance of leading a healthy lifestyle and enjoy healthy food. They enthusiastically test their physical skills outside. They learn how to keep themselves safe, for example, when they balance on climbing equipment outside.

Outcomes for children are good

Children gain good skills in preparation for their future learning. Older children use their mathematical skills well, such as when they explore capacity in the outside mud kitchen. Younger children learn about reading and enjoy sharing favourite books about transport together. They can talk about the sizes and shapes of different trucks. Children make good progress in their language and literacy skills. Older children write words with adult support. Younger children move tractors through sand and then talk about the marks they have made. Babies make marks on paper taped to the floor and look closely at the shapes they are making.

Setting details

Unique reference number	EY460292
Local authority	Surrey
Inspection number	1063395
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 3
Total number of places	34
Number of children on roll	46
Name of registered person	Bright Stars Day Nursery Limited
Registered person unique reference number	RP532557
Date of previous inspection	23 September 2013
Telephone number	01372377470

Bright Stars Day Nursery registered in 2013. It is located in a business park in Leatherhead, Surrey. The nursery is open each weekday from 7.30am to 6pm, all year round, excluding bank holidays. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate qualifications. The owner holds early years professional status and two staff have early years degrees.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

