

Inspection of Brightstars Day Care

97 High Street, Kempston, Bedford MK42 7BS

Inspection date:

22 July 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Although the provider has made some improvements since the last inspection, they have failed to meet all of the welfare requirements notice actions served previously. This has a significant impact on children's welfare and development. Some staff do not have sufficient knowledge of children's development to meet their learning or care needs. Additionally, new staff do not understand how to identify or respond to safeguarding concerns. This undermines children's safety in the case of a concern. Staff do not interact purposefully enough with children to promote their focus on learning. This is because they are constantly needed to attend to incidents of negative behaviour. As a result, children do not benefit from good interactions that encourage them to think or share their ideas so that they are helped to make good progress in their learning.

Generally, staff are kind to children. At times, they are able to engage with children for short periods. For example, they join in drawing activities with toddlers and pre-school children. Staff encourage children to discuss the things they have drawn. However, these activities stop when staff need to manage the behaviour of children who do not find this type of activity stimulating.

While the provider has begun to develop a curriculum to support children's learning, this is poorly implemented. Staff state that they know that they should speak, read and sing to children to encourage their communication and language skills. However, they do not ensure they do this well enough in practice. Occasionally, staff sing to children while following daily routines and they join in. However, children are not developing the confidence and skill in their spoken language. This includes children who speak English as an additional language.

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

- Although the provider, who is also the manager, is undertaking a relevant qualification to fulfil the role of manager, this has not been completed. The provider has still not taken sufficient steps to ensure that all staff are suitable to work with children. This includes assessing their employment history and their understanding of how to meet children's needs. The provider has recruited some staff with relevant qualifications. However, some new staff have not received induction training to ensure they understand their roles and responsibilities. As a result, they do not know the procedures to follow in the event of a concern about a child.
- The provider has failed to identify that some staff do not hold relevant paediatric first-aid qualifications. This means that there is not always an appropriately qualified first aider on the premises while children are present. This undermines their safety in the event of a medical emergency.

- At times, the quality of staff's interaction with children is poor. Some staff who work with babies do not have the necessary experience of this age group and do not engage with babies to help them develop. Babies do not benefit from effective back-and-forth interactions that help lay firm foundations for their language and cognitive development. Some babies spend time lying down holding plastic blocks with little interaction from adults. Other babies stand at a gate between two rooms and watch as others take part in action rhymes. However, they are not invited to join in.
- Staff have identified gaps in some children's learning. However, they do not use this information to provide children with sufficient, carefully planned experiences to help them make the progress of which they are capable. Staff do not effectively bridge the gap in their learning overall. Children do not develop the knowledge and skills they need to be ready for school.
- The provider does not ensure that staff understand how to implement the curriculum. Children are frequently bored and this leads them to behave in unsafe and disruptive ways towards each other. They have disagreements over toys, and sometimes hit and bite others. Children frequently struggle to gain the attention of staff when they need something, as staff are often occupied, dealing with other children's behaviour. On these occasions, staff sometimes intervene physically in order to protect children. However, they do not keep a record of these events to enable them to accurately inform parents or assess the potential triggers for behaviour and the impact of that behaviour on others.
- While there is a named deputy manager to take charge in the manager's absence, the provider has not given them sufficient support and training to manage the nursery effectively. The provider has failed to make sure that staff benefit from effective coaching and support. Staff have not had the professional development opportunities to improve the quality of their teaching or their understanding of how children learn.
- The key-person system is still not effective, which undermines the ability of staff to settle new children in successfully. Children's needs are not sufficiently understood so staff can support their development, and promote their sense of belonging. There are some systems in place for staff to communicate with parents about their children's daily experience and needs. However, staff do not gather sufficient information at the start to ensure planning is tailored to each child and that it captures their individual learning needs.
- Staffing arrangements do not meet children's needs. Staff have not risk assessed the bathroom area to ensure that it is safe for children to use independently. For example, plastic nappy sacks and other potential suffocation hazards are in reach of children. At times, staff do not realise that children are in the bathroom on their own.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture of safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
implement a robust recruitment policy to assure the suitability of staff to work with children	07/08/2024
ensure that the manager holds a full and relevant level 3 qualification	07/08/2024
ensure staffing arrangements meet children's needs and keep them safe at all times	07/08/2024
train all key persons to ensure they tailor every child's care to their individual needs	07/08/2024
ensure that at least one person who has a current paediatric first-aid certificate is on the premises and available at all times when children are present	07/08/2024
implement effective supervision arrangements to provide support, coaching and training for all staff who have contact with children and families, to ensure that they can meet children's needs	07/08/2024
implement effective and robust induction procedures to train all staff so that they understand how to meet children's needs, ensure their safety and to offer good quality experiences and interaction that supports children's development	07/08/2024

ensure that all staff understand and can follow the safeguarding policy and procedures, in line with the requirements of the local area, to identify signs of possible abuse and neglect and to respond in a timely and appropriate way	07/08/2024
ensure that children's behaviour is managed appropriately and safely, and that any incident of physical intervention in children's behaviour, is recorded and communicated to parents as soon as possible	07/08/2024
ensure that risk assessment is robust and that it considers any areas of potential hazard, and addresses how such hazards will be removed and/or minimised	07/08/2024
ensure that any person left as a named deputy to take charge in the manager's absence, has been given the knowledge they need to meet children's needs.	07/08/2024

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that all staff can implement a robust programme for children's communication and language development, to underpin children's ability to access all areas of the curriculum	07/08/2024
ensure that the curriculum considers the individual needs, interests, and development of each child, and that staff plan a challenging and enjoyable experience for each child in all areas of learning and development	07/08/2024

implement effective arrangements for the assessment of children's development, including when children first start, to ensure that staff recognise children's progress and understand their needs, and to plan activities and support their development	07/08/2024
ensure that staff working with babies are sufficiently knowledgeable about this age group so they can promote children's development in the three prime areas.	07/08/2024

Setting details

Unique reference number	2712013
Local authority	Bedford
Inspection number	10348865
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	13
Number of children on roll	15
Name of registered person	Mason, Simangele
Registered person unique reference number	2712012
Telephone number	07763995396
Date of previous inspection	9 April 2024

Information about this early years setting

Brightstars Day Care registered in 2022 and operates from a property in Kempston, Bedfordshire. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 5.30pm. The nursery employs four members of staff, two of whom hold relevant childcare qualifications.

Information about this inspection

Inspector
Naomi Brown

Inspection activities

- The inspector discussed any continued impact of the pandemic with the deputy manager and has taken that into account in their evaluation.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and the inspector discussed the curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The inspector and the deputy manager discussed observations of practice.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector spoke to the provider, who is also the manager, on the phone during the inspection about the leadership and management of the nursery.

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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