

Inspection of Little Shining Stars

off Brougham Road, Lakeside, Huddersfield HD7 6AE

Inspection date: 16 July 2024

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are cared for by nurturing and caring staff at this welcoming nursery. Staff know children and families very well. Children form positive relationships with their key person. Babies use their key person as a secure base to explore the environment. They go back and check in with them when needed. As babies' confidence grows, they approach unfamiliar adults and show them their toys. Children feel safe and secure. Staff are positive role models. They model good manners and encourage children to say 'please' and 'thank you'. Children's behaviour is good. They learn to share the resources with their friends.

Staff support children to develop good independence skills. They help babies to learn to access their cup when they are thirsty. Toddlers learn to pour their drinks and serve their food at mealtimes. Older children learn to manage their clothing. Staff encourage them to put on their waterproof suits and wellington boots independently. Staff teach toddlers how to hold scissors and make snips in paper. Older children competently use scissors to cut shapes from paper for their pictures. Staff teach children the rules of traditional playground games. Children take delight in playing 'What time is it Mr Wolf'. They follow the instructions and move their bodies in different ways as they count the number of steps. All children develop the skills they need for their move on to school.

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

- Leaders and staff have worked hard to address the actions from the last inspection. They have worked effectively with the local authority to further reflect on and develop all areas of the nursery.
- Leaders plan a curriculum that teaches children the skills they need for the next stage in their learning. Children build on the skills they know and can do. Staff consider the interests of children when planning their next steps in learning. This helps children to be interested in their learning. However, sometimes, the learning intention is not always clear during activities. For instance, staff do not always consider what they want children to learn from the activities they plan. This means that staff do not always support children's learning to an even higher level.
- Children develop good physical skills. Staff plan activities that support the development of children's large and small muscles. Children prod and poke the play dough and squeeze pegs to clip on the picture of the bus. Younger children use their legs to propel the ride-on cars along the outdoor area.
- Staff support children's communication and language development well. They speak clearly and ask questions to encourage children to think about what they are doing and why. Staff provide a range of resources to help children to develop a love of books and rhymes. Older children enjoy moving their bodies to music.

Babies explore board books and start to turn the pages. Children enjoy listening to stories at group times. They begin to join in with the words to familiar stories.

- Children learn to follow the routines of the day. Older children learn to follow simple instructions. Staff encourage children to put their toys away at tidy-up time. However, sometimes, transitions happen too quickly for the younger children. This means that sometimes the youngest children do not always understand what is happening or what they need to do next.
- Staff promote mathematical language throughout the nursery. They sing counting songs and model the language of number, shape and size. Staff extend children's understanding of number by asking children to 'add one more' and 'how many they have left'. Children develop the skills of simple addition and subtraction.
- The special educational needs coordinator (SENCo) has a good understanding of the children who require additional support. She works with other agencies to ensure that children receive the support they need. Staff use additional funding effectively to support individual children's needs. Children with special educational needs and/or disabilities (SEND) make very good progress.
- Parents speak highly of the nursery and appreciate the good communication from staff. They feel well informed about their child's learning and development. Parents comment their children have come on leaps and bounds since starting the nursery. They appreciate the support they receive from staff, particularly in meeting children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen all staff's understanding of the learning intention for planned activities, to enable them to support children's learning to an even higher level
- consider ways to support younger children during transitions throughout the day so that they understand what is happening next.

Setting details

Unique reference number	EY475114
Local authority	Kirklees
Inspection number	10341063
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 9
Total number of places	65
Number of children on roll	63
Name of registered person	Little Shining Stars Limited
Registered person unique reference number	RP533477
Telephone number	01484 767090
Date of previous inspection	8 March 2024

Information about this early years setting

Little Shining Stars registered in 2014 and is located in Huddersfield. The nursery employs 13 members of childcare staff, of whom 12 staff hold appropriate early years qualifications ranging from level 2 to level 6. The nursery operates all year round, from 7.30am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during a planned activity.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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