

Bright Stars Nursery

Hudson Road Primary School, Villiers Street South, SUNDERLAND, SR1 2AH



Inspection date

18 November 2015

Previous inspection date

19 September 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager and deputy manager form a dynamic team with an infectious enthusiasm for continuous improvement. Due to substantial developments since the last inspection, standards of care and education have been elevated to a consistently outstanding level.
- Sharply focussed programmes of professional development ensure that all staff have excellent knowledge of how young children learn. Teaching is inspirational and tailored carefully to the individual needs and interests of children.
- The environment is meticulously planned and regularly reviewed to ensure the children's needs and interests are continuously met. Consequently, children enthusiastically explore the innovative resources, and are highly motivated to learn.
- Children develop excellent knowledge of how to keep themselves safe through a range of challenging and creative activities. For instance, children understand and can describe how to stay safe during planned activities around the outdoor fire pit.
- A highly effective key-person system strongly supports children's emotional well-being. Staff form trusting and meaningful relationships with children. Children feel safe, secure and are extremely confident in their care.
- Parents are extremely happy with the level of care and standard of education in the nursery. They feel very much involved in nursery life.
- Children are extremely well prepared for the next stage in their learning. Robust assessment and planning systems help to ensure all children make excellent progress from their individual starting points.

What the setting needs to do to improve further

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

- gain more precise information from parents in order to evaluate the impact that the quality of the provision has on children's learning and development at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager has a very thorough understanding of statutory requirements. In-depth risk assessments and daily checks ensure all areas of the nursery are clean and safe. Arrangements for safeguarding are effective. All staff have excellent knowledge of child protection procedures. Staff work effectively with children, parents, staff and a wide range of partners and professionals to evaluate all aspects of practice. Feedback from parents is actively sought in a variety of ways and contributes to planning for continuous improvement. However, this could be focussed more closely on further promoting children's learning and development. There are excellent arrangements for staff supervision. Very high expectations, particularly to build on current qualifications and experience, contribute to the high-quality teaching throughout the nursery. Consequently, the nursery has excellent capacity to build on its already outstanding practice.

Quality of teaching, learning and assessment is outstanding

Staff use robust systems for observing and assessing children's development and accurately identify what children need to learn next. Managers closely monitor children's achievements to ensure they are making the best possible progress. Gaps in learning are identified quickly and additional support is put in place swiftly. Staff provide innovative and inspiring activities and experiences that ignite children's interests. Consequently, children are consistently motivated and eager to learn and make very good progress. Staff have strengthened relationships with parents and others involved in the children's learning to ensure a consistent approach. Excellent priority is given to supporting children's language development. Additional assessments identify children who may need extra support, which is put in place quickly. Staff skilfully question children during play and provide lots of opportunities for them to work out solutions to problems. For example, children seek resources from around nursery to close a gap in the play tent.

Personal development, behaviour and welfare are outstanding

High priority is given to the physical environment and how it affects all aspects of children's well-being and development. Resources are meticulously planned to support all areas of learning effectively. Children eagerly explore both indoors and outside and become engrossed in highly stimulating activities. They develop great confidence and independence as they choose activities and help with simple tasks. Children are extremely well supported to understand the thoughts and feelings of others and are remarkably well-behaved. For example, even very young children happily take turns as they mix dough for making pizzas. Staff maximise opportunities to promote healthy lifestyles and physical development. They serve nutritious meals and snacks, and they discuss the importance of exercise with children as they negotiate the structures and spaces outdoors.

Outcomes for children are outstanding

Children consistently demonstrate high levels of enthusiasm and motivation. They engage deeply in well-planned activities, and are supported remarkably well to reach the next stage in their learning. Consequently, all children make very good progress. Children with lower starting points catch up quickly, and some children make outstanding progress.

Setting details

Unique reference number	EY331400
Local authority	Sunderland
Inspection number	1028675
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	32
Number of children on roll	49
Name of provider	Hudson Road Primary School Governing Body
Date of previous inspection	19 September 2013
Telephone number	0191 553 7756

Bright Stars Nursery was registered in 2006. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm, Monday to Thursday and 7.30am to 5.30pm on Fridays. The nursery provides funded early education for two-, three- and four-year-old children.

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 2015

