

Inspection of Bright Stars Childcare

Green Lane, FROME, Somerset BA11 4JW

Inspection date:

14 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a safe space for children attending the friendly nursery. Children seek out the presence of familiar adults for support and reassurance. Staff are enthusiastic and caring, and their interactions promote some learning. For example, staff read stories to babies who listen attentively to them. They count with the children while building together outside and they join in with children's play activities. Staff are good role models. They support children to be kind to their friends. For example, Staff help children learn how to take part in outdoor play and games, such as 'What time is it Mr Wolf?' This encourages children to be cooperative and patient with each other.

Although children enjoy their time at nursery, the curriculum lacks ambition. While they provide a range of learning experiences for the children to enjoy, staff do not effectively implement a curriculum that provides challenges based on what the children already know and can do. For example, children show an interest in the seasons and staff plan experiences to develop this further. Overall, children enjoy this and show a positive attitude towards their learning. However, staff do not consistently provide meaningful interactions to support children as they play. This means that, at times, children lose focus and engagement in the activities that staff organise.

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

- The setting is passionate about providing good-quality care and education for all children. They have reflected on the quality of learning and have identified improvements that are required to improve the skills and knowledge of staff. However, the recent changes in the staff team have meant that coaching, mentoring and the implementation of the curriculum are in their infancy. Staff are still developing their roles and the quality of practice.
- While some changes have been made, the quality of teaching is variable and not yet at a consistently good level. The staff do get to know the children and observe them well as they play. However, staff are not always ambitious and do not consistently organise activities that challenge children's knowledge. For example, staff paint children's hands one by one during a painting activity and do not promote a strong focus on learning. This limits children's opportunities to explore and be creative. Although children make progress, not all children make good progress in their development.
- Staff provide a balance of free-play time and planned activities to support children's interests and learning. However, the quality of staff's interactions are mixed. Not all staff have high expectations of what children can achieve, and they do not all use the activities to encourage children to learn more when they find tasks easy. They do not adapt activities to involve children well. For

example, children who sit for a long period of time after finishing a task quickly become bored and lose interest in the activity.

- Babies enjoy being active. They strengthen their upper body muscles as they climb up a small slide. Staff support them to do this and they reach the top. Younger babies gain confidence in walking. Staff offer encouragement by holding their hands. They praise babies when they begin to take their first steps.
- Staff promote children's independence and physical development. They engage babies and toddlers in music and movement activities at group times. Older children practise smaller physical movements when they complete puzzles and use pencils to make marks on paper. At mealtimes, staff support toddlers to wipe their own hands and give them praise and encouragement when they learn to feed themselves using cutlery. Older children make choices in their play and are confident in meeting their own personal care needs.
- Parents report that they are happy with the care and learning that their children receive at the nursery. They say that communication is effective, and they receive regular updates. The provider recognises the importance of good communication with parents and the positive impact this has on children's development.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
seek professional development opportunities for staff that improves their knowledge of how children learn and how to provide an ambitious and challenging play environment	20/12/2024
develop staff supervision, coaching and mentoring to improve the quality of staff's interactions and delivery of the curriculum	20/12/2024

Setting details

Unique reference number	EY407050
Local authority	Somerset
Inspection number	10370909
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	0 to 4
Total number of places	88
Number of children on roll	113
Name of registered person	Bright Stars Childcare Ltd
Registered person unique reference number	RP529600
Telephone number	01373 451619
Date of previous inspection	23 May 2023

Information about this early years setting

Bright Stars Childcare registered in 2010 and is located in Frome, Somerset. It operates from 8am to 6pm, Monday to Friday. There are 20 members of staff that work with the children. Of these 13 hold an appropriate qualification ranging from level 2 to level 6, and there are four apprentices. The nursery provides government funded places for children.

Information about this inspection

Inspector

Marie Swindells

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with the manager about the leadership and management of the setting.

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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