

Inspection of Bright Stars Childcare (registration until: 29 May 2025)

Green Lane, FROME, Somerset BA11 4JW

Inspection date: 1 May 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff attentively support children, making sure they are happy at this childcare setting. They focus closely on developing children's social skills and relationships. Children form strong bonds with staff. Older children form strong friendships, playing imaginatively together. They eagerly sit with their friends at mealtimes, chatting happily together and developing their conversation skills. Staff help foster children's family relationships well too, facilitating pre-school children's visits to their baby siblings. Parents are very positive about the caring and friendly staff.

The staff form the curriculum well, ensuring it is challenging and interesting for children and linked appropriately to what the children need to learn next. Staff make very good use of the areas available. They use smaller annexe rooms to offer children of all ages quieter areas to help them focus and engage with thoughtfully planned small-group activities. Babies and toddlers very much enjoy their singing sessions, listening attentively and showing their good knowledge as they join in with actions. Staff offer children in the nursery room different ways to learn about shapes. Children sort different-shaped objects, recognise shapes in their environment and name these well. They also create shapes, such as, by drawing round stencils or moulding play dough. Pre-school children learn about patterns and matching as they play games, complete puzzles and build and connect with magnetic pieces. Children are eager to learn and develop their skills very well.

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

- The management team has worked hard to make improvements since the last inspection. The newly formed and rearranged staff team shows dedication and commitment to progressing its practice. Staff have clear targets to continue the ongoing development of the provision. Staff are very positive about the training opportunities and support they receive.
- Staff set out inspiring areas and stimulating resources that spark children's curiosity and encourage their exploration and learning. Children are fascinated to investigate real fruit and vegetables in the role-play area. They smell and peel onions and split leaves following staff's ideas. They mix items together and usefully learn the names of these items. Older babies explore the marks they can make with paint pens and chalks and press and squash play dough.
- Key persons outline individual next steps for children, pulling these together into weekly activities and support. However, in some age groups, staff processes for sharing this outlined support are not as robust as they could be. At times, some staff are not fully aware of children's learning needs and do not readily adapt their teaching to extend children's skills fully.
- Children gain confidence in their own abilities. Babies listen well and toddle off to wash their hands ready for their meal. Staff plan their routines of the day

well, making sure children have time to do things for themselves. Older children pour their own drinks and clear their plates away when they have finished their meal. They gain useful skills in readiness for their move on to school.

- Staff patiently offer clear reminders and explanations to help children understand expectations and play cooperatively together. Staff lead activities and routines with smaller groups of children, including mealtimes and outdoor play. This reduces noise levels and maximises the opportunities for children to listen and concentrate on tasks.
- Staff take time to let parents know about their child's day. They share regular assessments of children's learning and development. However, they do not ensure that information is always shared regarding general nursery changes. Additionally, staff have not developed close links with other settings children attend to help a fully consistent approach to the support children receive.
- Staff introduce a core story and nursery rhyme regularly, giving children the opportunity to develop their communication and inspire interest in books and rhymes. Children enjoy story time, listening well. Staff set up cosy spaces throughout the nursery, indoors and outside, to encourage babies and children to relax and explore books. For the older age groups, staff have recipe books in the role-play areas to encourage children to learn how print carries information and meaning. They teach pre-school children to recognise letters and their names, developing their early literacy skills.
- Babies relish the freedom to crawl and toddle about in the garden, developing their physical skills effectively. Young children explore ride-on toys and climb the little steps to use the small slide, with staff close by to offer them safety reminders. Older children develop their coordination and strength well, for example learning to push pedals to propel themselves along on trikes.

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:

- enhance staff processes for sharing information on children's learning needs, helping staff adapt their teaching more readily and extend children's skills even further
- extend the information shared with parents and develop close links with other settings children attend to help a fully consistent approach to the support children receive.

Setting details

Unique reference number	EY407050
Local authority	Somerset
Inspection number	10402474
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	102
Name of registered person	Bright Stars Childcare Ltd
Registered person unique reference number	RP529600
Telephone number	01373 451619
Date of previous inspection	14 November 2024

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 23 members of staff that work with the children, two hold appropriate qualifications at level 6, 12 at level 3 and three at level 2. The setting provides government funded places.

Information about this inspection

Inspector
Rachel Howell

Inspection activities

- The inspector viewed all areas and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the nursery with the manager and area manager.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures, and safeguarding discussions were undertaken with members of the staff team.

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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