

Inspection of Shine Bright Nursery & Pre school

Athena House, 601 Delta Office Park, Welton Road, Swindon SN5 7XF

Inspection date:

6 March 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff are kind and caring, and children settle quickly on arrival. The nursery's ethos empowers children to make their own choices about what they do from an early age. However, the curriculum is not challenging enough to meet the needs of all children, and staff do not organise learning well enough to ensure that all children benefit from a range of experiences. For example, while most children join in with the wide variety of activities on offer, such as singing, listening to stories and exploring sensory materials, some do not. At times, less confident and quieter children wander around without any meaningful interactions with staff to extend their learning. Some children with special educational needs and/or disabilities (SEND) do not receive the support they need to close gaps in their learning. Children have clear attachments to staff and seek them out for support when needed. However, some staff are not aware of their key children's home languages to fully nurture children's understanding of what makes them unique.

Pre-school children often share and take turns, which staff praise well. Behaviour is generally good. However, staff do not always organise routines and group activities well enough, particularly in the toddler room, to help children learn what positive social behaviour is and what it is not. For example, staff do not intervene when too many children join adult-led activities. This results in children competing and pushing each other, often without staff being aware.

Staff working with older children encourage them to wipe their own noses and attend to their own toileting to develop their independence in preparation for school. Despite this, hygiene measures are not always effective in ensuring the prevention of the spread of infection.

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

- The manager and staff have worked together to devise the curriculum. However, it is not organised in a way that builds on what children already know and can do to ensure they make good progress. For example, staff plan activities to nurture children's interests but do not always consider or understand the intended learning. As a result, staff interactions with children are not always effective in building children's knowledge and skills.
- Children choose whether or not to join in with adult-led group activities, which helps them learn to make their own decisions. However, staff do not manage these in a way that ensures all children can take part. For example, children crowd around the tables, and some cannot see or hear what is happening and lose interest. Staff do not notice when the same children opt out each time or take action to invite them to join in.
- Children enjoy healthy, well-balanced meals provided by the nursery. Children sit

down to eat, but staff do not organise mealtimes in the toddler room in a way that supports children to learn good manners and appropriate behaviour. For example, staff seat children closely together. Many struggle to reach their food, meaning they jostle the children next to them, causing upset. Some are unable to reach their cutlery and eat with their hands as a result.

- The special educational needs coordinator is knowledgeable, and most children with SEND receive effective support from staff. However, staff do not always identify when children are at risk of falling behind, particularly in regard to their language development. Staff identify children who are most able but do not extend their learning effectively to ensure they make the progress of which they are capable.
- Staff support children to wash their hands before eating and explain the reason for this. However, staff do not always hygienically clean changing areas or ensure their hands are clean after changing nappies. The organisation of snack time in the baby room means that not all children have the opportunity to join the group sitting at the table.
- The manager organises settling-in sessions in a flexible way to support children's emotional well-being and to meet the individual needs of all families. Parents are also invited to regular stay-and-play sessions to help them build relationships with other parents and staff. Staff gather detailed information about their key children from parents, including any additional languages spoken at home. However, staff do not use this information effectively to support children to understand what makes them unique and celebrate diversity in the nursery.
- Older children learn to manage their own self-care and how to do simple tasks for themselves to help build their self-confidence. For example, they put on their own coats, use the water dispenser and attend to their own toileting in preparation for school.
- Older children ably climb, run and balance in the garden to develop their physical skills. Staff organise activities to promote children's fine motor skills. For example, toddlers plant seeds in pots, and babies sprinkle coloured rice with their hands. The manager uses extra funding to support the learning of the intended children, for example, to provide resources to promote their physical 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, the provider must:

	Due date
improve the planning and delivery of the curriculum to ensure that it is suitably challenging for all children and that the quality of staff interactions are purposeful and meet children's specific learning needs	10/04/2024
improve the organisation of adult-led activities and routines to ensure that all children understand what is expected of them and can fully participate	10/04/2024
ensure children who are at risk of falling behind and those who are most able, receive the support and attention they need to help ensure they make the progress of which they are capable	10/04/2024
promote children's good health and hygiene consistently, with particular regard to children's personal care and mealtimes, to help prevent the spread of infection and illness.	10/04/2024

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

- increase the opportunities for children to learn about what makes them unique and to celebrate diversity within the nursery.

Setting details

Unique reference number	2710160
Local authority	Swindon
Inspection number	10334947
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 10
Total number of places	200
Number of children on roll	320
Name of registered person	Jesson, Angela
Registered person unique reference number	2574436
Telephone number	07488297871
Date of previous inspection	Not applicable

Information about this early years setting

Shine Bright Nursery and Pre-school registered in 2022. It is located in Swindon. The nursery is open each weekday from 7.30am to 6pm, all year round. It provides funded early years education for children aged two, three and four years old. The nursery employs 46 members of staff. Of these, two hold qualified teacher status, 21 hold a relevant level 3 qualification, 16 are qualified to level 2 and seven are unqualified.

Information about this inspection

Inspectors

Lisa Large
Linda Witts

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- Children spoke to the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors talked to parents at appropriate times during the inspection and took account of their views.
- The inspectors observed the interactions between staff and children.

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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