

Inspection of Stars Day Nurseries Ltd t/a Shooting Stars Pre-School Nursery

Paston & Gunthorpe Community Centre, Hallfields Lane, PETERBOROUGH PE4 7YH

Inspection date: 29 September 2025

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff warmly welcome children into this nurturing and child-centred environment. Children get off to a strong start with a healthy breakfast before they go off to explore the many enticing and exciting activities. Staff's organisation of the indoor and outdoor environment provides a highly stimulating learning space for children. Children confidently mix colours with paints to create their camouflaged frog pictures or use planks of wood to decide if something is 'taller' or 'shorter'.

Children's learning is an immersive experience at this outstanding setting. Staff plan many activities to reflect the intention of the week. For example, when staff want children to learn the colour green and the star shape, they encourage children to make wands with green paper stars and decorate them with leaves. Children demonstrate their imaginations as they use tiny scoops to deliver the frog his 'green rice breakfast', counting each scoop carefully as they pour.

Staff are exceptionally caring and role model kindness to all. They demonstrate the behaviour that is expected. Staff carefully explain the 'golden rules' to children. They place visual examples of these at child height around the setting. As a result, children behave exceptionally well. They demonstrate cooperation in their play, taking turns and sharing. Staff gently remind children of their golden rules when needed. They praise children using the same language as the rules to ensure consistency.

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

- Managers have created a highly ambitious and challenging curriculum that is clearly well embedded in the setting. Staff use the curriculum to plan interesting and motivating activities that incorporate children's interests. They centre the learning around a core story, with repetitive refrains that children chant and sing throughout the day. For example, children use binoculars to look around the environment and children's names, asking them what they see.
- Staff are highly skilled at using every opportunity to support children's development in all areas of learning, particularly in communication and language. They have conversations with children, sing to them and read them stories. Staff miss out the last words of songs and sentences, so children complete them. They repeat what children have said with extra information. For example, when staff ask what they could see and children say a 'duck', staff reply a 'yellow duck'.
- Staff use every opportunity to expand children's vocabulary. For example, while making wands, staff sing and introduce new words. Children join in with new phrases, such as 'scrunch the leaves'.
- Children have many opportunities to develop their mathematical language and

understanding. They count to 10 as they hide from each other and use items to measure size. Staff ask how many more eyes children need now as they decorate their '10-eyed' frogs. They comment that children are 'half' way there as they get to five.

- Managers and staff are passionate about expanding the life experiences of the children in their care. They plan opportunities, such as finding pumpkins in the grass next to the setting. Staff take children to the pantomime and on farm visits. They use these experiences to enhance children's understanding of the world around them.
- A strength of the setting is the partnership with parents and carers. Managers and staff are dedicated to supporting the families of the children they care for. They go above and beyond. Staff invite parents into the setting to share their children's experiences at least every half term with events for Mother's Day, Father's Day, Valentine's Day and a Christmas workshop. Parents speak very highly of the setting and feel fully supported and informed about their children's progress.
- Supporting children with special educational needs and/or disabilities is another strength of the setting. Staff work incredibly well to ensure that children make excellent progress. They liaise with parents and outside agencies. Staff support parents to complete the necessary paperwork to ensure a smooth transition into school. They also share specific strategies that work very well in the setting.
- Staff's well-being is a priority for managers and staff can access a dedicated 'well-being manager'. They feel very well supported and confident in their roles due to the training opportunities and the encouragement of the leadership team. Staff thoroughly enjoy working in this setting.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY452131
Local authority	Peterborough
Inspection number	10399597
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	43
Name of registered person	Stars Day Nurseries Limited
Registered person unique reference number	RP905087
Telephone number	01733-578215
Date of previous inspection	6 December 2019

Information about this early years setting

Stars Day Nurseries Ltd t/a Shooting Stars Pre-School Nursery registered in 2012 and is located in Peterborough. It is part of the Stars Day Nurseries Limited chain of nurseries. The setting operates during term time, from 8.30am to 3.30pm, Monday to Friday. It employs five members of staff. Of these, three staff hold appropriate early years qualifications at level 3 and one of the managers holds a qualification at level 7. The setting provides government funded childcare.

Information about this inspection

Inspector
Clare Eyre

Inspection activities

- The provider, manager and inspector discussed the early years curriculum and ethos of the setting during a learning walk.
- The inspector observed activities indoors and outdoors. She spoke to staff at appropriate times throughout the inspection and took account of their views.
- The inspector observed breakfast time and lunchtime.
- The inspector and manager observed a planned activity together and discussed what they had observed.
- The inspector looked at relevant documentation, including the suitability of staff.
- The inspector held a meeting with the manager.
- The inspector spoke to children and parents and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025