

# Bright Stars Nursery

Inspection report for early years provision

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<b>Inspection date</b>	07/01/2010
<b>Inspector</b>	Jill Nugent

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Bright Stars Nursery registered in 2005. It operates from a scout hall in Edmonton in the London Borough of Enfield. Access to the building is at ground level directly from the adjacent footpath. Children have use of the main hall, two smaller rooms and two outdoor play areas. The nursery employs a total of 14 members of staff, all of whom are well qualified. The provision is open every weekday from 8:00 am to 5:45 pm all year round.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children in the early years age group may attend the setting at any one time and, of these, nine may be under two years of age. Currently there are 42 children on roll, all of whom are in the early years age group. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides a welcoming environment for children where they enjoy a variety of play activities and develop new skills. There is a close working partnership with parents and this contributes to children making good progress towards the early learning goals. Staff promote an inclusive setting and are attentive to children's welfare. The staff team is managed effectively and staff implement all policies and procedures in an appropriate manner. The senior management team liaise with staff as they regularly evaluate their practice and prioritise aspects for further development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- establish fully the system of observational assessment and planning to ensure that children's individual learning needs are met effectively
- ensure staff maximise opportunities to challenge and extend children's learning in freely-chosen play activities
- ensure staff help children to learn to keep themselves safe in different situations in the nursery.

## **The effectiveness of leadership and management of the early years provision**

The nursery is led effectively by a team of senior managers and this contributes to a very good capacity for maintaining continuous improvement within the setting. All the required policies are in place and the documentation is well organised so

that paperwork is easily accessible. There are appropriate procedures in place to ensure the safeguarding of all children. Adults working in the nursery are vetted in relation to their suitability, the owner being particularly vigilant in this regard. Staff have a good knowledge and understanding of child protection procedures and know what to do if they have any concerns. An annual risk assessment is conducted in order to assess the safety of the premises and daily checks are carried out to ensure that risks continue to be minimised. There are effective evacuation procedures in place to help children keep safe in the event of an emergency. Staff follow strict guidelines regarding health, hygiene and safety. They are well qualified in first aid so that children receive appropriate treatment in the event of an accident. All medical records are well maintained and the accident record is closely monitored as part of the nursery's risk assessment procedures.

Staff make good use of the available space in the building, providing attractive play areas indoors and outdoors and suitable resources for children of all ages. The main hall is divided into learning areas for older children, with a variety of interesting activities available on mats and tables. Younger children enjoy a bright, attractive environment in the two small rooms. Good ratios of adults to children are maintained overall so that children develop a sense of belonging and their individual needs are met effectively. Staff work towards an inclusive setting so that children feel valued and included, for example, at circle times making sure that all children are able to participate. Children's awareness of diversity is increased through special celebrations, including a variety of religious and cultural festivals. A key strength of the provision is its engagement with parents and carers. The manager places an emphasis on extended settling in arrangements so that children are happy in the setting. Parents receive detailed information about the nursery's provision for children and are offered excellent opportunities throughout the year to learn more about the ways young children learn. Staff make parents feel welcome in the nursery and provide written daily feedback, in addition to regular consultations, so that parents are continually involved in their children's learning and development.

There are effective systems in place for the monitoring and evaluation of the provision and staff are encouraged to reflect on their childcare practice. Since the previous inspection a number of improvements have been made, including the re-organisation of play areas, and mealtimes, and a review of the observation, assessment and planning system. Through induction and appraisal procedures, managers are able to offer appropriate training opportunities to staff which help to develop aspects of their practice. In setting targets for future development account is taken of the views of staff, parents and children, in addition to advice from the early years development worker. There are plans to develop the outdoor play areas so that children can be offered a wider range of learning experiences outdoors. The curriculum coordinator is at present working towards establishing the systems underlying children's learning and development in order to further improve staff's practice across the whole nursery. In this way the outcomes for all children in the nursery are continually improved. The nursery also works closely with outside agencies and other provisions to support children with particular learning needs and at times of transition.

## **The quality and standards of the early years provision and outcomes for children**

Children show interest in the available resources and activities and demonstrate an increasing ability to concentrate. They develop close friendships as they play together and gain self-confidence as they build relationships with other children and adults. A calm and busy atmosphere prevails as children explore, play and talk. Staff offer good support as children learn through their play, encouraging conversation and asking questions. As a result children become active and creative learners, enjoying the freedom to move around and follow up their own interests. Older children especially enjoy the variety of creative activities on offer, learning different techniques as they paint, print and make collages. Younger children like to explore different materials, such as cereals and jelly, learning to make connections through using their senses. Children in the main hall benefit from a free flow system allowing them to access play activities indoors and outdoors. Staff take children on outings in the local area so that they learn about their local community and the natural environment.

There is a comprehensive system of observational assessment in place. Staff create attractive records of children's learning using photographs and examples of work. Observations of children's learning are noted on development sheets and used to inform future planning. This enables key workers to move children on in all areas of their learning. However, the system is not yet fully established so that it works effectively in meeting all children's individual learning needs. Planning of the educational programme is not yet consistent across the whole nursery so that staff can provide experiences to extend children's learning in both outdoor and indoor play. Children are developing useful skills for the future in the key areas of literacy and numeracy. Younger children are encouraged to communicate as they copy actions and sounds in singing sessions. Older children are challenged to use language in different ways as they participate in story-telling and explore mark-making. Children learn about shape and size as they construct models or complete puzzles. There is good access to computer games which help to reinforce children's learning. However, staff do not always make the most of opportunities to extend individual children's learning through interaction in their freely-chosen play activities.

Children are cared for in a safe and healthy environment. They learn to adopt good hygiene practices, such as handwashing, and have access to drinking water throughout the day so that they avoid the risk of dehydration. Children are offered a variety of nutritious and healthy meals, including recipes from different cultures. They have good opportunities to be active outdoors and enjoy playing in the fresh air. Indoors there are yoga and exercise sessions on offer that help children to develop their control and coordination. As children use tools and investigate different materials, such as ice, they increase their manipulative skills. They travel around the play areas confidently and are aware of the nursery's rules which promote responsible behaviour. However, staff do not always alert them to possible dangers, such as carrying food away from the snack table, thereby increasing their understanding of how to keep themselves safe. At circle times and lunchtimes children learn to take turns and are encouraged to develop their social

skills. Staff use group times well to organise games and activities that interest children, making learning fun so that children develop a positive attitude.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met