

# Little Stars Nursery

Holy Trinity Church Hall, Granville Road, LONDON, N4 4EL

## Inspection date

Previous inspection date

28/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children's learning and development is enhanced by staff who are enthusiastic and intuitive to children's needs.
- Babies and young toddlers show increasing confidence and curiosity. They happily navigate around the environment, supported well by staff.
- The managers show clear drive and very good organisational skills, resulting in the efficient running of the setting.
- The staff team work well together and as a result, the atmosphere in the setting is calm and welcoming.

### It is not yet outstanding because

- There is a good balance of activities across the areas of learning both in and outdoors. However, staff have not yet fully developed the outdoor space to enhance children's learning during their investigative free play.
- Staff support children learning English as an additional language well, as a result they settle quickly. Staff have not yet fully explored how languages can be introduced into the activity programme.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities and interaction between staff and children during free play and planned activities in the main hall, garden area and during snack and lunch time.
- The inspector held a meeting with the managers of the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the adults working with children.

## Inspector

Katie Dempster

## Full Report

### Information about the setting

Little Stars Nursery registered in 2012 and is privately owned. The nursery operates from a hall within The Holy Trinity Church, in Stroud Green, in the London Borough of Haringay. The premises consist of a main hall, toilets and kitchen facilities and enclosed outdoor area. The nursery is registered on the Early Years Registered and there are currently 17 children on roll. The nursery opens from 8.15am to 5.45pm every weekday for 50 weeks per year. There are 10 members of staff working directly with the children, the vast

majority of whom hold relevant early years qualifications.

### **What the setting needs to do to improve further**

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

- make greater use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles
- share stories, songs and rhymes and display lists of words in babies' home languages

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children's learning and development is enhanced by staff who are enthusiastic and intuitive to children's needs. The educational programme is well balanced and implemented successfully by staff that have a secure knowledge of how to promote the learning of young children and babies. Staff are good role models, encouraging children to explore, try new things and make links as they learn. Staff know the children very well. They use spontaneous and planned observations that are well captured, evaluative and used to fully inform individual plans for children. This results in all children making good progress.

Children show increasing curiosity and confidence. They happily navigate around the environment, supported well by staff. Children thoroughly enjoy messy play with paint. They use their fingers and palms to make marks in the paint enjoying making a mess. Staff encourage the more capable children to make marks in other ways; they provide paper and pens and offer children lots of praise for their efforts. Staff are skilful in engaging children's learning across different areas during play. For example, during a dough activity a member of staff demonstrates how to use the different tools and finds fun ways to encourage the babies and young toddlers to join in. She models appropriate language well, which the children begin to repeat as they use their hands to roll the dough and make different shapes with the cutters. They start to sing a song about the shapes they have made, counting the fish and singing rhyming words. Outdoors, children enjoy using the different play equipment. They ride trikes, listen to stories, play with musical instruments and explore the wildlife within the garden. However, staff have not yet fully developed the outdoor space to enhance children's play and learning through the resources available.

Parents are very much involved in their children's learning and the setting in general. Parents have opportunities to discuss their children's progress regularly. Staff provide daily verbal feedback, share children's progress folders and also use daily diaries to enable additional communication. Staff invite parents in to the setting to join in with the activities or to share events they are celebrating at home. Parents are encouraged to continue children's learning at home. Staff identify next steps through observations of the children and suggest linked activities to parents. For example, counting games and number songs.

Children learning English as an additional language are supported in their move to the setting. Staff seek key words and phrases in their home languages to aid communication and help children to settle. Staff have yet to fully explore toys and equipment that will help children learn and play using their home languages.

### **The contribution of the early years provision to the well-being of children**

Children display high levels of confidence and develop a sense of belonging. This is a result of the secure attachments children make with their key person, who helps them feel secure to explore in their surroundings. Children enjoy lots of cuddles and affection from their key person, further supporting the bonds between them. Staff adjust settling in procedures to respond to the needs of each child. For example, extending the period parents stay with their child to ensure they make confident attachments to a member of staff.

Children show warm relationships with one another. They are seen cuddling, helping put on each other's hats and playing gently with one another. Staff are deployed well and use a consistent approach to helping children learn about boundaries and acceptable behaviour. Staff use lots of praise and encouragement and children respond well to this and often repeat what they have done to receive further encouragement.

Children are encouraged to take risks and learn about safety from a young age. For example, staff encourage children to navigate down the steps to the garden area. They show children the safest way to mount the steps and talk to the children about how they must always hold the handrail. Staff help children to learn to be independent and encourage them to manage their own personal needs. For example, even the youngest children are encouraged to feed themselves at lunchtime, many of whom do very competently. Children also show a desire to help with putting on their coats and shoes for outdoor play. They know where their coats are and attempt to put on their shoes. This priority on supporting children's independence skills also prepares the children for the next stage of their learning.

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

The managers show clear drive and very good organisational skills, resulting in the efficient running of the setting. They work very well together and are effective in their roles. They show a secure understanding of the Early Years Foundation Stage and know how to implement the framework successfully. Staff are valued members of the team and as a result, morale is high. Effective and well-established performance management means staff are supported well in improving their skills, knowledge and practice.

There are good systems in place to monitor the educational programmes and development children make. Managers and staff regularly discuss the learning and development arrangements, and how children are moving towards their next steps. Self-evaluation is ongoing and the whole staff team contribute to this. Staff are highly reflective and effectively evaluate the different parts of the provision. Managers and staff demonstrate a strong capacity to make improvements to the strong practice in place.

Arrangements for safeguarding children are firmly in place. The implementation of the clear policies and procedures contributes to the safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. All staff receive training in child protection and through discussion, demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. Recruitment and induction procedures are robust. As a result, suitably, qualified and experienced staff care for children.

Partnership with parents is well-established. There is much information available for parents in the form of notice boards, newsletters and a parent's handbook. There is a good two way flow of information via discussions at drop off and pick up times and the diaries in place. This provides valuable information for staff to be able to meet the changes needs of the parents and children.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

	meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY446570
<b>Local authority</b>	Haringey
<b>Inspection number</b>	805284
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Kate Robinson and Claire Marriott
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02083489909

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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