

Bright Stars Nursery

Edmonton District Scout Headquarters, Scout Hall, 19 Tristram Drive, London, N9 9TQ

Inspection date	28/02/2013
Previous inspection date	07/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Partnership with parents are strong. They are very involved in their child's learning and actively participate in the activities provided in the nursery.
- The range of activities is varied and exciting, helping to engage children, motivate them and support their developmental progress in all areas of learning.
- There are effective management systems in place to support staff's professional development and monitor the quality of the provision.
- Staff know children very well and undertake robust observations and assessments. As a result they plan effective and meaningful activities.

It is not yet outstanding because

- There are fewer opportunities to include mathematical language into the full range of activities.
- The organisation of hand washing time does not enable smooth transition from one activity to another.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff interacting with the children taking part in the activities provided.
- The inspector conducted a joint observation of the staff and children with the manager.
- The inspector sampled the documentation.
- The inspector spoke to parents.

Inspector

Maria Conroy

Full Report

Information about the setting

Bright Stars Nursery registered in 2005. It operates from a scout hall in Edmonton in the London Borough of Enfield. The nursery is open from 8am to 6pm each day all year round. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are eighteen staff. Of these, one holds a Level 6 qualification, twelve hold a Level 3 qualification and three hold a Level 2 qualification in Childcare. In addition, there are two support staff.

There are currently 62 children on roll, of these all are in the early years age range. There are three nursery rooms where children are cared for in groups according to their age and stage of development. The nursery is registered to receive funding for the provision of free early education to children aged two, three and four years. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the organisation of the hand washing time before lunch to ensure there is a smooth transition from one activity to another
- enhance the opportunities to give children a reason to count and use number language in a variety of situations.

Inspection judgements

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

The staff have a robust knowledge and understanding of the Early Years Foundation Stage. They are very much aware how children learn and provide exciting and varied experiences for children. The nursery uses successful systems to plan for children's individual learning, which they base on secure observations and information obtained through the effective partnerships with parents. The key person uses this information to identify relevant activities which children enjoy participating in. Overall, there is a good range of exciting activities to promote the seven areas of learning.

Staff help all children in the acquisition of communication and language skills and in their physical, personal, social and emotional development. Consequently, children of all ages and abilities make good progress in their learning. Staff enable children to become independent. For example they help to tidy away resources into clearly labelled boxes and help make the pizza for their tea. Staff interact positively with children and talk to them about what they are doing. They model vocabulary for younger children, while they encourage older children to think for themselves by asking open-ended questions during their phonics session. Children engage in activities to promote their mathematical concepts in planned activities; however, there are fewer opportunities for children to count and use mathematical language in daily routines, for example by calculating ingredients while

making a pizza.

Children feel safe and secure and are keen learners who display the characteristics of effective learning. They explore and investigate the exciting activities. For example, when going to the park babies enjoy looking for familiar items, using a laminated board to visually support their understanding of words. Older children enjoy listening to stories and all children participate in singing songs, using a variety of actions. Children's progress in the prime areas of learning ensures they have the necessary skills for their next steps in their learning.

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

Children feel secure due to the effective key person arrangements and this meets the needs of children of all abilities. They are learning to stay safe and enjoy visits from police officers who talk to them about road safety. They are learning how to use different tools under supervision, such as when they cut vegetables to make soup. Children are learning to follow simple safety procedures, for example, when they go on outings they wear wrist straps or are strapped into their buggy, and have a high visibility jacket to enable staff to see them clearly.

The nursery provides children with healthy snacks; they enjoy a range of fruits and healthy meals. Children have regular opportunities to play outdoors, riding bikes, climbing, balancing and using play equipment in the park, which supports their physical development. There are effective systems in place to promote good hygiene practices. They include organisation of bedding and brushing teeth. However the organisation of hand washing routines occasionally interrupts learning and prevents a smooth transition from one activity to another .

Children learn how to take turns and share; staff speak to children affectionately and use good manners, and are positive role models. Staff know children very well and respond to their individual needs effectively. Staff give regular praise during the day and children feel valued as their art work is displayed. Children gain independence skills choosing from the wide range of resources and activities available. They help themselves to water in the garden for their play and step up to the changing mat to have their nappy change. A stimulating well resourced environment with good quality toys both indoors and outdoors, support all areas of children's development. The setting has effective systems in place to prepare children for their transition to school or nursery.

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

The manager is secure in her knowledge and understanding of safeguarding issues. The provider continually updates policies and procedures to support staff in their practice. There are robust systems in place to investigate concerns. The designated person for safeguarding has attended appropriate training and staff confidently demonstrate their

understanding of how to safeguard and protect children. Effective risk assessments help to protect children and keep them safe. For example, when children go on outings, there are clear aims; ratios are met, staff bring with them a first aid box, spare clothes, snacks. A record of the staff, children and how they are travelling is maintained.

There are successful quality assurance systems in place to monitor and assess the educational programme, which helps support children in making good progress in their learning. The provider has addressed the recommendations set at the previous inspection. Practice is continually evaluated through a range of quality assurance programmes. These include the Enfield Quality Matters. The process of self-evaluation is undertaken by the nursery and staff, parents and children are encouraged to contribute to this process enabling the nursery to make improvements to the service they provide. There are rigorous systems in place for the supervision of staff to highlight any areas for development. The staff regularly attend training to enhance their professional development including safeguarding, sensory mark making, jolly phonics and pathway to peer mentoring. As a result this has a positive impact on teaching, as staff are motivated and confident in their work.

Partnership with parents is very effective. They initially share detailed information with their child's key person about their routine and individual needs. This enables staff to know how to support each child. They regularly are invited to contribute to their child's learning, by sharing relevant information about children's interests. They meet with key person's during open evenings, which gives them the opportunity to share information about their child's development. A record of the activities children take part in, along with their learning journey and a summary of their development; provide parents with a overview of how their child is progressing. Parents participate in workshops enhancing their understanding of how children learn through play. They also enjoy programmes that give them ideas to cook healthy meals for their children. Parents actively participate in planned activities where they bring their skills and knowledge and share them with the children who attend the setting. Parents are very happy with the care provided; they comment on the friendly staff, the good range of equipment and their children love to come to the nursery.

The nursery works in partnership with other professionals, to support the individual needs of all children who attend. Staff implement action plans effectively to support and encourage children's developmental progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY305333
Local authority	Enfield
Inspection number	906038

Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	62
Name of provider	Bright Stars Nursery Limited
Date of previous inspection	07/01/2010
Telephone number	02088879217

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

