

Bright Starz Day Nursery

1 Stafford Road, West Kilburn, London, NW6 5RS

Inspection date

Previous inspection date

07/07/2014

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

- All children's communication and language development is supported well so that they make good progress, particularly children who learn English as an additional language.
- Children are happy and settled and have good relationships with the staff.
- Self evaluation takes into account the views of parents, children and staff with regular monitoring systems in place to continually drive improvements in practice.
- Staff support children well to learn about leading healthy lifestyles. They provide healthy, balanced and nutritious meals and snacks and help children to learn to manage their own personal self-care routines.

It is not yet outstanding because

- Staff miss opportunities to fully support parents to be involved in their children's learning in the setting and at home.
- Children are not able to fully investigate or explore outdoors, as staff do not provide a wide range of resources to enhance children's learning outside.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 looked at a sample of children's and staff records.
- The inspector looked at a selection of policies and procedures, including safeguarding.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with parents, staff and manager.
- The inspector observed staff interacting with children during adult led and child initiated play.

Inspector

Mireille MacRaid

Full report

Information about the setting

Bright Starz Day Nursery registered in 2013. The nursery is registered on the Early Years Register and the voluntary and compulsory part of the Childcare Register. It is privately owned and is located in church premises in Kilburn, in the London Borough of Brent. There are two main play rooms, one for children aged three months to two years and the other for children aged two to five years. There is an enclosed play area for outdoor play. The nursery is open from 7am to 7pm for 51 weeks of the year, closing for a week at Christmas. 1 part time and 10 full time staff work with the children. 6 staff have early years qualifications to level 3 and 1 staff member has a qualification to Level 2. The manager is qualified to level 4.

The nursery receives funding for the provision of free early education for eligible two year olds. The nursery supports children who have special educational needs and/or disabilities and children who learn English as an additional language.

What the setting needs to do to improve further

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

- further develop the range of equipment and resources available to support all children's independent exploration and development outside
- strengthen opportunities for parents to participate in their children's learning, in the home environment, to help maximise children' progress.

Inspection judgements

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

Children are happy and settled because staff ensure they are greeted warmly into a room that is well laid out and equipped to meet the needs of the children who attend. The indoor environment is well resourced and organised. It is appealing to children because they can choose to play with a range of resources indoors that invite learning to support all areas of development. The baby room is bright and welcoming with low level storage, furniture and equipment that enables the youngest children to play and explore independently. A cosy area with many sensory materials invites children's curiosity so that adults can encourage them to make connections with these experiences by introducing new words to describe the various textures of the objects. Staff have a good knowledge of each child and what they like to do so they sensitively provide children with support and guidance during their play to help them in their learning. For example, when children choose to thread beads, a member of staff counts them as the children thread them on.

This helps children learn number names in order. Staff use recognised guidance about child development to ensure all areas of learning are covered and activities are planned to meet children's development needs. As a result, all children are supported to make good progress in their learning. For example, staff plan activities that help children learn about plants and animals. There is an investigation area with newly planted plants and photographs of the day a reptile company visited. Children talk positively about these experiences and staff use what they know about the children's development and their interests to plan more learning opportunities. For instance, a large peg puzzle with animals is provided for children who are interested in animals to help develop their hand-eye coordination.

Imaginative play is well supported with resources that encourage children's play ideas such as a home corner, small world and construction area. When children show an interest in the first aid kit, staff listen perceptively and help the children develop 'hospital' pretend play, skilfully questioning them to build upon what the children already know. Children have experience with science concepts throughout the session. For example, children are shown how the tomato plants are growing outside and participate in watering them. Although some children lose interest because they have to wait a little too long for their turn for the watering can. Indoors the children are keen to use the LED lights, light balls and torches inside the dark sensory den and when the play dough is drying out towards the end of the session staff bring oil to the table so that children can add this to the dough to observe changes to the texture. Staff ask questions to invite the children to think about what will happen and introduce words such as, 'slimey, squeeze and smooth' to further enhance the experience.

Communication and language skills are well supported. Children's home languages are respected and staff gather key words from parents so that these can be used alongside English words to help communication from the child's first day. Staff further support children's acquisition of language skills by using both pictures and Makaton signs. This helps children quickly understand the daily routines. When staff play alongside children with limited or no language, they provide a narrative for what they are doing. As a result children learning English as an additional language make good progress in their learning.

Parents are kept fully informed about their child's progress through both formal and informal discussions. Staff complete regular development summaries for children of all ages that are shared with parents and complete the progress check for two year old children between the age of two and three. This serves as a good benchmark for staff when monitoring children's developing skills, as it shows if they are making progress in all areas of learning. Parents are invited to add comments to the progress check and periodic summaries allow them to see what their children have been doing at nursery. Learning journals that document children's ongoing achievements are available for parents to look at. Staff encourage parents to contribute regularly to the learning journals. However, staff do not always follow this up and therefore, children's continued learning at home is not as effectively promoted as much as it could be.

Children develop trusting relationships with their key person. Staff provide flexible settling in procedures which allow ample time for children to become familiar with their new surroundings and key person. Staff find out about children's backgrounds and needs through discussions with parents. Children are happy with any member of staff, not just their key person, demonstrating positive relationships which help them feel safe and secure and confident in the nursery.

Staff have a good awareness of what children need when they come into the setting each day to help them settle at activity. Children learn to be kind to each other because staff remind them to take turns in their play, share equipment and be considerate to others around them. The nursery has worked closely with the Local Authority Inclusion Development Officer to establish ways to manage behaviour positively. As a result praise is used effectively to help children develop their cooperation skills and raise their self esteem. Senior staff ensure the team are well deployed and they communicate effectively to each other so that they have a good awareness of what is going on around them even when playing with a small group.

Healthy eating is promoted within the setting. A selection of fruit is available for snack in the morning and afternoon session. Children are encouraged to wash their hands and choose their own fruit. All children clean their hands before meals and snacks. Older children serve their own food, while younger children are supported by staff. This helps them develop their self help skills. Children have access to drinking water throughout the day both indoors and out. Staff are good at reminding children to have a drink, especially in the hot weather. Consequently children are gaining an understanding of the need to drink plenty after physical exercise. Staff help children to develop a good understanding of the need to adopt a healthy lifestyle and develop skills for the future.

Children have daily access to an outdoor area. They have plenty of opportunities for fresh air and have space to take part in physical activities such as riding tricycles, running and climbing. However, the range of equipment does not always provide sufficient challenge for the most able children. Children are learning about their own safety because adults use every day events to talk about how to keep themselves safe. They plan activities from incidental occurrences such as, road safety activities and add first aid equipment to help role play. Staff signpost children to tissues and encourage them to wipe their own nose, dispose of the tissues appropriately and clean their hands. This helps children be aware of and learn to manage their own needs.

Staff show good safeguarding awareness, for example how to record accidents and what to do if they have a concern about a child. Daily checks are carried out regularly to make sure the indoor and outdoor areas are safe for children to play in. This includes checks made before children go on outings in the local community.

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

The manager and staff demonstrate a good knowledge and understanding of the safeguarding and welfare, and learning and development requirements. Safer recruitment procedures are followed and relevant checks, such as through the Disclosure and Barring Service are carried out to ensure people employed at the nursery are suitable to do so. Staff are familiar with and follow safeguarding procedures because appropriate policies and procedures are in place. A buzzer entry system ensures that no one can have unsupervised access to the nursery and the children because staff check who is at the door before opening it. Good staff deployment helps to maintain appropriate ratios, which means that children are closely supervised by suitably qualified staff.

Staff performance is monitored through regular supervision and the introduction of an annual appraisal system. As a result, staff are clear about their strengths and areas for development. A complete annual performance management cycle is yet to be completed so the full impact of this is still to be realised. Staff training needs are identified and staff have the opportunity to attend local training, as well as participate in in-house training sessions run by the manager. The senior team oversee key persons' records of how children are developing through regular opportunities to speak to staff individually. This enables the manager to identify any potential learning gaps and to help staff support children to make good progress in their learning and development. Weekly operational logs compiled by the team are also reviewed by the manager and this information is used to drive improvement through effective action plans.

The manager and her team are reflective and aware of areas for development as well as strengths. Staff have the opportunity to contribute to self evaluation through discussions at staff meetings. Parents are asked for their thoughts on the nursery provision via questionnaires and at parent meetings. This enables the manager and her team to reflect on all areas of the provision and incorporates the views of all users into an ongoing self evaluation process.

The nursery is forging links with some schools in the area so that they can share information with the children's next setting. Communication with the local children's centre helps eligible families access a two year old funded place. Work with other professionals, such as the Inclusion Development Officer ensure appropriate strategies are put in place so that children with special educational needs and/or disabilities receive the support they require.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY463787
Local authority	Brent
Inspection number	947896
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	57
Name of provider	Bright Starz Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07904 805398

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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, which are usually the childminder's 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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