

Shining Stars Day Nursery

62 Chase Road, London, N14 4ET

Inspection date

Previous inspection date

14/08/2014

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

- Staff and children have secure relationships, so the children are confident and happy in the nursery.
- Children learn and develop in a calm reflective environment, where they take part in activities that are fun and challenging. Consequently, they make good progress in their learning and development.
- The staff team work well together and are motivated in their roles. Consequently, the children are excited to learn.
- Assessments of children's progress is thorough. Therefore, staff are able to plan activities that are fun and challenging for the children.

It is not yet outstanding because

- Resources in the role-play area do not reflect children's family lives and communities. This means children's experiences in this area do not broaden their knowledge of how others live.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children, and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full report

Information about the setting

Shining Stars Day Nursery registered in 2014. It operates from a residential property in the London Borough of Enfield. Children have the use of three playrooms and an outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. There are currently 18 children in the early years age group on roll. The provider receives funding to provide free early education for children aged two, three and four years. There are seven employed staff, including the manager, six of whom hold relevant childcare qualifications. The provider also employs a chef.

What the setting needs to do to improve further

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

- enhance the resources in the role-play area to reflect family lives and communities.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They recognise how children learn through play, and so implement appropriate and motivating learning experiences for them. As a result, children are making good progress in all areas of learning. The staff have created a tranquil, purposeful environment where children learn as they play. The children's learning and development is enhanced by staff who are animated in their roles. The staff plan a range of play and learning experiences that excite the children. Plans are implemented successfully by staff who have a secure knowledge of how to promote the learning of young children and babies. Staff deliver activities according to children's individual needs and interests. For example, a child's interest in dinosaurs led to a creative activity where children made a large dinosaur. Staff developed this by talking to the children about the size and the eating habits of these creatures.

Staff use good teaching techniques to engage children during play and encourage learning across all areas. For example, they encouraged children to think about what colours were being made when two colours were mixed together. Children confidently told staff that red and white make pink. Good quality interaction and good role modelling helps children to gain an understanding of language. Staff encourage children to think for themselves. For example, staff asked the children what activity they would like to play with. Children made choices from pictures cards, describing to staff the resources they would like to play with. Resources in the baby room are very suitable for the children's ages and stages of learning. The babies can use interactive toys, and those with buttons and flaps, which

interest them as they begin to learn about cause and effect. Babies showed delight as they listened and danced to music. Staff very successfully help children who cannot walk to join in with the dancing. Staff know the babies very well and, therefore, activities are suited to their individual care and learning needs. Younger children had fun creating foot prints. Staff enhanced this activity as they talked about how the paint felt on the children's feet. Children were encouraged to use descriptive words as they carefully placed their feet on the paper. Although children enjoy using the role play area, the resources do not reflect things used in real homes. This means that children do not fully experience images and resources to deepen their understanding of different lifestyles and communities.

Staff complete the required progress check for two-year-old children and share the report with parents. This encourages parents to promote their children's learning at home. The outdoor play area offers space for children to develop their large muscle movements, as they enjoy using a range of different play equipment. Furthermore, children enjoy opportunities to explore the local park. Staff use the park to enrich favourite stories. For example, children walk through 'swishy' grass and into the woods looking for a bear. Staff make good use of displays, creating a visual environment that is appealing and beneficial to the children's learning. For example, they use labels with words and pictures, to encourage children to think about words and how they carry information. Children are developing an understanding of recognising their own names. They are encouraged to think about the letters and displays of their creations show their emerging writing skills.

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

The key-person system is effective and sensitive to the needs of all children. As a result, secure attachments are formed, which effectively promotes children's well-being. Children demonstrate good levels of confidence and self-esteem. They move freely around the nursery, cooperate with their friends and are keen to share their activities with staff. Babies enjoy lots of cuddles and affection from the staff, further supporting a feeling of safety and security.

Staff deployment both inside and in the garden is effective meaning children remain safe and secure. Children's behaviour is good and their sense of belonging is demonstrated by their familiarity in routines. Staff gently remind children about the rules, asking children what they mean. Children confidently tell staff how they should remember that their hands are for helping, not hurting. The partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Parents are pleased with the level of care their children receive. Staff encourage children to explore the environment, under close supervision. For example, children's curiosity and early investigative skills are promoted through good resources, such as an insect and natural world tank with a magnifying glass. These opportunities encourage children to explore the world around them.

Children begin to develop good self-help skills, such as serving themselves at snack and mealtimes, and becoming independent in toileting routines. They have healthy choices at mealtimes. Fresh food is cooked daily on site and meets the dietary needs of all the

children. Different coloured place mats are named and labelled with children's dietary needs. This means all staff and children know about any special food requirements. Children confidently talk about being vegetarian and what this means. Children are developing an understanding of drinking when they are thirsty because they are able to help themselves to water throughout the day. Children energetically join in with physical games in the garden. For example, they learn to negotiate space as they complete an obstacle course. Staff use good levels of encouragement as children climb, crawl and run around the obstacles. This provides children with firm foundations for developing healthy lifestyles. In addition, children make their own food for tea. They decorate pizza with healthy toppings, talking about the colours of the peppers and how juicy the tomatoes are. The well-resourced environment and knowledgeable staff promote children's development and growing independence skills well. This is especially important as children become older and prepare to move to school.

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

The manager has set a good range of objectives for quality in the nursery and is working to develop practice further. She has identified priorities through an evolving approach to self-evaluation, which is ongoing. Staff 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, and staff promote effective outcomes for children.

Staff are supported well in improving their skills, knowledge and practice. In addition, there are secure systems in place to monitor staff practice. As a result, children's care and learning is given high priority. There are good systems in place to monitor the educational programmes and the progress children make. Staff observe and assess children and use information from parents to plan for each child. The staff have a good understanding of their role in working with outside agencies, to identify and help any children who are not progressing as expected. The manager has developed questionnaires for parents, giving them the opportunity to contribute to the day-to-day running of the nursery. Parents' views are considered and result in changes, such as the implementation of a form which encourages parents to share their children's interests. This has resulted in secure partnerships with parents and children. Furthermore, this shows a commitment to continuous improvement and results in good quality provision for children. 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 staff practice. Through discussion, staff 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. Partnerships with parents are firmly established. Parents are given a range of information through the use of notice boards, displays and letters. There is a good two-way flow of communication between staff and parents each

day. This provides valuable information for staff to be able to meet the changes needs of the parents and children.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY474774
Local authority	Enfield
Inspection number	952658
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	18
Name of provider	Buds to Blossoms Ltd
Date of previous inspection	not applicable
Telephone number	07884182777

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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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