

Bright Stars - Littlebury

College Road, Cheshunt, WALTHAM CROSS, Hertfordshire, EN8 9NQ



Inspection date

23 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The nursery has been thoughtfully designed to be an inviting learning environment. Children enjoy the freedom to explore the different areas and activities available inside and the free access to the well-resourced garden. There are inviting den areas where children share books with staff throughout the day.
- The key-person system is used effectively and if children develop a bond with a different member of staff their preference is taken into account. Children develop caring relationships with staff and are confident to seek comfort from them. Many caring and fun interactions are displayed, such as children happily choosing to sit on a lap to join in with singing a rhyme.
- Staff use their questioning skills to encourage children's thinking and communication. For example, staff use probing questions to encourage children to discuss colours and names of vegetables at lunchtime. Staff ensure that all children have their voices heard.
- Staff know how to extend activities and introduce new concepts and mathematical language. Staff encourage children to follow their own interests. For example, children have different ideas behind their sand art designs, which they are happy to discuss.

It is not yet outstanding because:

- Management has not fully established the use of tracking to consistently identify the progress of specific groups of children and areas of learning that may need additional support and more targeted planning.
- The support for children using their home languages has not been fully developed to reflect the diversity of those attending.

What the setting needs to do to improve further

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

- develop the tracking of the progress being made by specific groups of children, in order to target even sharper planning across the areas of learning
- review and improve how children's home languages are used in the nursery, reflecting the diversity of their cultural backgrounds.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of an activity and evaluated this with the manager.
- The inspector looked at children's assessment records, planning documents and a range of other documents, including the safeguarding procedure.
- The inspector held a meeting with the nursery manager and a director. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. The inspector spoke to staff and children when it was appropriate.

Inspector

Rebecca Williams

Inspection findings

Effectiveness of the leadership and management is good

The policies and practices in place minimise risks to children's welfare. Staff have been thoroughly checked for their suitability to work with children and understand what to do if they have concerns about a child's welfare. The arrangements for safeguarding are effective. Management keeps up to date with changes in legislation. For example, training has been organised to ensure compliance for forthcoming requirements for first aid. Management effectively evaluates staff's abilities, practice and deployment. Staff are keen to provide ideas for improvement and these are supported. For example, staff developed and implemented a book of new sensory experiences. Management effectively identifies areas that need development. Advisors from the local early years team and children's centre give constructive feedback, which is used to improve the experiences and outcomes for children. Feedback from parents is very positive about how well children have settled and how good the verbal and online communication is.

Quality of teaching, learning and assessment is good

The quality of teaching is strong. Staff provide a variety of activities and use techniques to help children develop their own thinking, as they understand that children need to develop their independent learning skills. Children use flat blocks to build a pathway and balance on it, learning to negotiate as they want to cross paths or as more children want to join in. Children are given trays of sensory items to explore with different colours and textures to discover. Staff know the children well and can speak confidently about their likes, interests, starting points and the skills they are helping to develop next. Staff share ideas after completing training, for example, introducing games like body skittles which help children develop their physical skills. However, the tracking system is not used consistently to identify any groups or areas of learning which need further support.

Personal development, behaviour and welfare are good

Children are encouraged to think about how to stay healthy. During circle time, children tell staff that they need sun cream, hats and lots of water on a hot day. Children behave well and quickly respond to a gentle reminder of expected behaviours when necessary. Staff encourage children to develop their independence, such as serving their own food at mealtimes and helping to tidy up after activities. Diversity is reflected in some of the resources and some meals have been introduced from the differing cultural backgrounds of the children attending. However, the resources and support available are not yet reflective enough of the home languages the children speak.

Outcomes for children are good

Children are happy to play and are given time to explore and develop their interests and thinking. They are making good progress over time from their starting points. Children are supported and offered opportunities to gather the skills and knowledge that they will need for school or the next stage in their learning. Teachers are invited in to support with the move on to school.

Setting details

Unique reference number	EY487177
Local authority	Hertfordshire
Inspection number	1006751
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	49
Number of children on roll	33
Name of registered person	Bright Stars Nursery Limited
Registered person unique reference number	RP525469
Date of previous inspection	Not applicable
Telephone number	01992 676613

Bright Stars - Littlebury was registered in 2015. The nursery employs 10 members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3 and two staff hold qualifications at level 6. The nursery opens from all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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