

# Morning Star Nursery

33 Forster Road, London, N17 6QD



## Inspection date

5 December 2017

Previous inspection date

1 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 managers show a strong commitment to improvement. They use a good range of feedback, from parents, staff and children, to help them evaluate the service. Their plans for development are well focused to improve the quality of teaching and learning.
- Children make good progress from their various starting points. Their development is carefully monitored by their key person, to identify what they need to learn next. Staff interact well with the children and show genuine interest in their play. For example, they join in with spontaneous games such as hunting for shapes in the garden.
- Partnerships with parents are effective in meeting children's needs. Parents feel that the managers are highly responsive to any comments or suggestions they make. They say that there is a good exchange of information to support their children's welfare needs well.
- Children explore different ways to create marks. For instance, toddlers used their fingers to make lines and circles in pretend snow. They were fascinated when adults formed imprints of their hands and delighted when they managed this themselves.

### It is not yet outstanding because:

- Staff do not take all opportunities to encourage babies and toddlers to learn to do things for themselves, such as trying to feed themselves. They sometimes wipe toddlers' noses without telling them why or encouraging them to try this independently.
- At times, adults do not make best use of opportunities to support children's creativity and self-expression, for example, during some art and craft activities.

## What the setting needs to do to improve further

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

- expand opportunities for toddlers and babies to develop independence and begin to contribute to their own personal care needs
- make the most of available materials and resources to encourage children to explore their own ideas and express themselves creatively.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and deputy manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views, along with samples of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is good

Managers supervise and support staff well. They provide effective guidance and training to support continuous professional development. For instance, managers have worked with staff to strengthen the quality of their observations of children's play. They have developed robust systems to identify and plan for children's ongoing progress and have improved the information they provide to parents. Safeguarding is effective. Staff know the signs which might indicate a child is at risk from harm and how to report any concerns about a child's welfare. They use risk assessments well and understand the procedures for the appropriate use of mobile phones, to help keep children safe.

### Quality of teaching, learning and assessment is good

Staff regularly monitor and assess children's progress. They work effectively in partnership with parents and other professionals to support each child's ongoing development. Additional funding is used effectively to support individual children's educational and welfare needs. For instance, improvements to the garden help children enjoy the benefits of outdoor learning in all weathers. Staff help children who have special educational needs (SEN) develop important skills, ready for their future learning. They support children's language and communication skills well. For example, they introduce new vocabulary as they look at books together and ask questions to encourage children to put their thoughts into words. Children who speak English as an additional language soon learn to understand and express themselves in English.

### Personal development, behaviour and welfare are good

Children develop close bonds with staff, which helps them to feel confident and well settled. They happily greet staff and quickly become engaged in activities. Staff are positive role models. They provide clear guidance on boundaries and behaviour, to help children understand what is expected of them. Children behave well. They play together harmoniously and begin to develop strong friendships. Staff promote children's enjoyment of healthy lifestyles. For example, outdoor activities such as climbing, ball games and cycling help children to strengthen and control their large-muscle movements and contribute to their physical well-being.

### Outcomes for children are good

Children are motivated and enthusiastic learners. They acquire a range of skills to support the next stages in their development, including being ready to start school. Older children gain a secure understanding of numbers and counting. For instance, children enjoyed drawing giant spiders in the garden and accurately counted the number of legs to 20 and beyond. They used chalk to create written symbols and numbers as they recorded their findings. Babies explore musical instruments and are fascinated by the different sounds that they create. Toddlers expand their understanding of the world. They learn to recognise various species of animals and begin to describe their characteristics, such as the noises that they make and what they like to eat.

## Setting details

<b>Unique reference number</b>	EY419276
<b>Local authority</b>	Haringey
<b>Inspection number</b>	1069035
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Georgina Bossman
<b>Registered person unique reference number</b>	RP514803
<b>Date of previous inspection</b>	1 May 2014
<b>Telephone number</b>	0208-8855449

Morning Star Nursery registered in 2010. The nursery opens from Monday to Friday from 8am until 6pm, for most of the year. The provider employs 15 members of staff. Of these, 12 hold relevant early years qualifications. The manager has a qualification at level 6, the deputy holds qualified teacher status and two staff members are qualified at level 5. Of the remaining staff, six hold qualifications at level 3 and two at level 2. The nursery provides free early education for children aged two, three and four years.

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