

# Bright Stars Pre-School

Scout & Guide Hut,, Cannon Road, London, N14 7HE



<b>Inspection date</b>	31 January 2018
Previous inspection date	19 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff use careful observations to make precise assessments of children's progress. They use children's interests effectively to plan interesting activities that help them to achieve the next steps in their development.
- Staff have a good knowledge of how children learn and develop. The environment is rich in print and posters, and staff provide good-quality resources that help children to practise early writing skills while they play in all areas. Children make consistently good progress in all areas of learning.
- Staff are caring and kind, and form good relationships with children. They get to know children well and attend to their needs promptly. Children benefit from good support to their social and emotional development, and behave well.
- The manager evaluates the provision to successfully drive improvement, taking into account the views of parents, staff and children.
- Staff work with parents effectively and act on children's individual interests. For instance, they have created a 'dinosaur' area where children can use their imaginations and develop their learning experiences.

### It is not yet outstanding because:

- Staff do not always provide children with regular opportunities to use their home language during their play to extend their learning.
- Occasionally, staff do not provide consistent messages to help children build on their understanding of taking responsibility for their environment, for example, by consistently encouraging them to tidy away after play.

## What the setting needs to do to improve further

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

- support staff to use children's home language more, to enhance their learning opportunities
- develop staff's knowledge of how to consistently support children's independence skills even further during everyday play.

### 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 completed a joint observation with the manager.
- The inspector held meetings with the manager, deputy and quality manager. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke with a parent on the day of the inspection and took account of their views.

### Inspector

Anahita Aderianwalla

## Inspection findings

### Effectiveness of the leadership and management is good

The manager regularly checks children's progress and the quality of staff's interactions. She uses this information to ensure outcomes for children are good and to address areas where children make weaker progress. For example, she has improved opportunities for boys to develop further in their early writing skills. The manager ensures there are robust checks to establish the suitability of staff working directly with the children. Staff attend training in safeguarding and have a good knowledge of the procedures to follow if they have a concern for a child. Safeguarding is effective. Staff work closely with other professionals to tailor individual planning to meet children's needs, including children who have special educational needs (SEN).

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

Staff know their key children well. Once children settle, staff make regular checks on children's progress to help them plan how to support their individual learning needs. High priority is given to teaching all children to develop their listening and speaking skills. Staff use their skills and experience to very good effect. They engage children well and enhance the possibilities for learning as they skilfully shape children's self-chosen play. For example, they model mathematical language, as children count the number of candles on their cupcakes made from dough, decorated with shiny pipe cleaners. They ask effective questions and add commentary that helps children to speculate and think about different ways of doing things, to encourage them to solve problems for themselves. For example, staff encourage children to work out the correct food groups as they match and sort play food and picture cards, and to learn new words such as 'protein' and 'carbohydrates'.

### Personal development, behaviour and welfare are good

Children demonstrate that they feel confident and happy in the pre-school. Staff plan very good opportunities for children to spend time in the fresh air, as part of supporting their health and well-being. For example, children enjoy spending time in the mud kitchen and the garden area where they plant and grow vegetables. Key persons work closely with parents to help children settle and feel secure. Staff teach children to stay safe. For example, during imaginary play, staff pretend saucepans are hot and prompt children to consider keeping safe when they are pretending to cook.

### Outcomes for children are good

All children make good progress. They learn a good range of skills that prepares them for their future, including school. Children are confident communicators. For example, at 'story time' they express their ideas in front of an audience of their friends. They confidently pick out the fruits, such as mangoes, pineapples and passion fruit, and know which countries they come from. Children enjoy listening to stories and singing songs and learn about the similarities and differences between themselves and others.

## Setting details

<b>Unique reference number</b>	EY381558
<b>Local authority</b>	Enfield
<b>Inspection number</b>	1068903
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Bright Stars Nursery Limited
<b>Registered person unique reference number</b>	RP525469
<b>Date of previous inspection</b>	19 May 2014
<b>Telephone number</b>	07717220381

Bright Stars Pre-School registered in 2008 and operates from a Scout and Guide hut. The setting is open from Monday to Friday, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 10 staff who work with the children. The manager holds an early years degree, eight staff hold level 3 early years qualifications, and one member of staff has a level 2 qualification.

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