

Brightstart Community Nursery

Finsbury Park Community Hub, Andover Community Centre, London, N7 7RY



Inspection date

Previous inspection date

19 April 2018

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 manager and staff are supported well through their links with a local primary school. Staff also work closely with other parents, professionals and relevant agencies, which helps to provide continuity and progression in children's learning.
- The manager is a dedicated and enthusiastic leader who has high expectations for all children to achieve well. She encourages staff to attend training courses to develop their skills and knowledge and to improve outcomes for children.
- Staff are caring and thoughtful, providing children with high levels of emotional security. They support children in becoming self-motivated learners who are able to choose activities that reflect their current interests.
- Staff provide a welcoming and inclusive learning environment for all children, to help them develop good levels of confidence and self-esteem.
- Staff regularly observe, track and assess children's development successfully. They identify children's next steps and purposefully link these learning needs into the planning to help all children make good progress.

It is not yet outstanding because:

- On occasions, staff do not always make the most of all opportunities to promote children's independence fully.
- Sometimes, staff do not use children's views and ideas to extend their language and to challenge children's learning and development even further.

What the setting needs to do to improve further

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

- provide children with more opportunities to do things for themselves, to enhance their growing independence
- make better use of children's ideas and views, to extend their language and development and to build on what they already know.

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 held a meeting with the manager. She looked at relevant documentation, such as policies and suitability of staff.
- The inspector spoke to a selection of parents and children during the inspection and took account of their views.
- The inspector completed a joint observation of an activity with the manager.
- The inspector spoke to staff about their key children and safeguarding matters.

Inspector

Linda Lockie

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff confidently understand the signs that may give cause for concern about a child's welfare and the procedures to follow. The manager makes good use of self-reflection to continually develop and build on good practice in the nursery. For example, she uses supervision meetings to review staff's teaching practice and to make sure that they are meeting the needs of the children. This support helps to ensure that any gaps in children's learning are swiftly identified and acted upon. Staff ensure that parents are well informed about their child's development. For example, they regularly talk to parents and share records. They give them ideas for activities to try at home to help with their children's learning.

Quality of teaching, learning and assessment is good

Children settle very quickly into their chosen activities. Staff carefully plan for their key children through the use of observations to help children progress well in their learning. Staff focus well in supporting children's communication and language development. For example, they use lots of expression and repeat words while reading stories. They use games, such as 'what's in the bag', with a small group of children to encourage expressive language. Staff promote mathematics well, for example, by using the role-play corner as a post office to weigh parcels and send letters. There are plenty of opportunities for mark making, including by placing a large roll of paper on the floor in the outdoor area. Older children are encouraged to write their name in preparation for starting school.

Personal development, behaviour and welfare are good

Staff form good relationships with children and support their social and emotional skills well. Parents comment that their children are very happy and enjoy attending the setting. Staff are positive role models and help children to share and care for each other. This encourages children to feel valued as they are praised for their good behaviour. Staff encourage healthy eating by providing a variety of fruit, and they support parents to bring in a nutritious lunch for their children. Children enjoy physical activities in a large outdoor area, such as negotiating the slide or digging in the soil or sand. Staff teach children about people, cultures and traditions from around the world, which helps to develop their understanding of differences in society.

Outcomes for children are good

Children make good progress from their starting points. Younger children learn to imitate and explore words, for example, by singing well-known rhymes and songs. Older children hear the sounds that letters represent and count objects. Children are confident learners, such as demonstrating how to fill a bucket of sand to their friends. They have positive attitudes to learning and are eager to take part in activities, for example, making marks on boards that light up as they are touched, or blowing lots of bubbles in the water tray outside. Children gain a wide range of skills, which helps them to prepare for their next stage of learning.

Setting details

Unique reference number	EY497838
Local authority	Islington
Inspection number	1043519
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	29
Name of registered person	Montem Primary School Governing Body
Registered person unique reference number	RP908645
Date of previous inspection	Not applicable
Telephone number	020 7272 3660

Brightstart Community Nursery re-registered in 2016. It operates within Andover Community Centre in Finsbury Park, London. The nursery is open each weekday during term time between 9am and 3.15pm. The nursery offers morning sessions from 9am until midday, and afternoon sessions from 12.15pm to 3.15pm. Some full-day places are available from 9am to 3pm. The nursery receives funding for free early education for children aged two, three and four years. Of the five staff who work at the nursery, four hold relevant qualifications equivalent to level 3 and one holds a BA Honours Degree in Early Childhood Studies (with Practitioner Status).

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

