

Inspection date	1 June 2018
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 providers' recruitment procedures are robust and staff's ongoing suitability is monitored well to ensure they remain suitable to carry out their role.
- Staff promote children's communication skills well. For example, they join in young children's play and introduce new words to extend their vocabulary. Staff ask questions that help older children learn to express themselves effectively.
- Children build on their curiosity as they keenly explore their surroundings. They use their senses to explore the textures of sand and water. Children learn about the life cycles of butterflies, help staff to plant vegetables and discover what floats on water.
- The management team and staff demonstrate a commitment to raising the existing good standards of care and learning for children. They regularly reflect on their practice and seek the views of parents to make continuous improvements. This includes increased communication with parents to keep them well informed about their children.
- Partnerships with parents are good and encourage a consistent approach to children's care and learning. Parents comment that they very happy with their children's progress.

It is not yet outstanding because:

- At times, some staff do not identify opportunities to focus on extending children's knowledge of mathematical language and ideas, such as weights and problem solving.
- The organisation of some books, particularly dual-language books that are stored at a high level, does not support children to choose to explore reading as easily as possible.

What the setting needs to do to improve further

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

- increase opportunities to enhance children's early mathematical understanding and experiences
- review the organisation of the books available to children to make it easier for them to explore a broader range.

Inspection activities

- The inspector observed staff's interactions with children during activities indoors and outdoors.
- The inspector had discussions with the providers and spoke to staff and children at appropriate times.
- The inspector undertook a joint observation with the provider.
- The inspector looked at staff's files, observation records, accident records and a record of the risk assessment.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments about the nursery.

Inspector

Jennifer Liverpool

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The providers, who are also the managers, and the staff demonstrate a good understanding of how to identify any child who may be at risk of harm. They know how to proceed if they have any concerns about the welfare of a child. Staff conduct regular risk assessments to minimise hazards to children. The providers' recruitment procedures are robust and staff's ongoing suitability is monitored well to ensure staff remain suitable to carry out their role. The providers hold regular staff meetings to track children's progress and share teaching practice to improve outcomes for children. Staff develop links with schools to promote continuity in children's learning.

Quality of teaching, learning and assessment is good

Staff gather information about children's starting points from parents and plan activities from the outset to build on their skills. They know their key children's understanding and skills well. They make regular observations and assessments to check children's abilities and identify their learning needs. Staff plan suitably challenging play experiences and activities to extend children's learning. Staff use the outdoor area effectively to motivate children's learning. They interact well with children to support their interests and imagination, for example, talking to children and helping them to link bricks together. Children develop confidence to use space, props and their ideas in their play. For example, they build a rocket, collect stones and twigs to give to staff as a present, and pretend to be birds in an amusing way.

Personal development, behaviour and welfare are good

Children settle well and build good relationships with all staff, which contributes to developing their confidence and emotional well-being. Staff set consistent boundaries and children respond to requests for good behaviour. For example, younger children learn important social skills, such as sharing. Older children take turns during activities and play with their friends over sustained periods. Staff create opportunities for children to learn about the different jobs people do. For example, they arranged for police officers and firefighters to visit the nursery. This helps children to develop positive relationships with members of the community and reinforces their understanding of how to keep themselves safe. Children follow good hygiene routines, eat nutritious meals and take part in daily exercise, which contributes to their good health and physical well-being.

Outcomes for children are good

Children make good progress, given what they know when they start. Older children are confident to ask for help when needed and show an ability to take on tasks, such as during mealtimes. Young children learn that books are for sharing with others and for reading. Some older children are able to write their first name independently and begin to link some sounds to letters. Children learn about different festivities and use resources that help them understand about their own and other people's faith and cultures. Some older children are able to recognise some numbers and can accurately count items to 20 and beyond. Children gain the necessary skills needed to help prepare them for their move to school.

Setting details

Unique reference number	EY501468
Local authority	Haringey
Inspection number	1053477
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	39
Name of registered person	Kate Robinson and Claire Marriott Partnership
Registered person unique reference number	RP908358
Date of previous inspection	Not applicable
Telephone number	02083489909

Starshine registered in 2016. It is situated in Crouch End in the London Borough of Haringey. The nursery opens Monday to Friday from 8.15am to 5.45pm for 50 weeks of the year. The providers receive funding for the provision of free early education for children aged three and four years old. The providers employ 10 members of staff, eight of whom hold appropriate early years qualifications at level 3, level 4 and level 5.

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