

# Star Bright Day Nursery

St. Johns Vicarage, Mawney Road, ROMFORD RM7 7BH



<b>Inspection date</b>	7 January 2019
Previous inspection date	6 May 2016

<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 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 involves parents and staff in evaluating practice. Self-evaluation is effective. For instance, ongoing improvements to the outdoor space, including ramps, tyres and balance beams, challenge children's physical development well.
- The manager enthusiastically supports staff in their work to extend and develop children's communication skills. Staff allow children sufficient time to think and respond to questions, for example when encouraging toddlers to consider how paint feels on their hand. This helps to extend children's vocabulary and build on their language skills successfully.
- Babies settle quickly into their environment. They turn to staff for comfort and build positive relationships with their key person. Staff offer home visits to provide additional support for children who may take longer to settle. This helps children to interact with staff in the security of their family home and build their confidence in nursery.
- Children are well prepared for the next stage of their learning, including their move on to school. Older children recognise letters that they find buried in sand and talk to staff about phonetic sounds.
- Sometimes, staff do not consistently organise daily routines effectively as younger children wait for long periods of time for the next activity, such as snack time.
- Some staff miss opportunities to engage older children in exploring number, shape and measure, to extend their mathematical knowledge even further.

## What the setting needs to do to improve further

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

- organise routines for younger children more effectively to prevent them from waiting for long periods of time between activities
- provide engaging opportunities for older children to extend their mathematical knowledge even further in all areas of the environment.

### Inspection activities

- The inspector spoke with children, parents, staff and the manager at appropriate times during the inspection.
- The inspector and the manager carried out a joint observation of an activity.
- The inspector observed staff interactions with children during their activities and play, indoors and outdoors.
- The inspector sampled a range of documentation, including children's learning records, planning, training certificates, risk assessments and policies.

### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of leadership and management is good

The manager follows an effective programme of professional development to support staff to continually improve their skills and knowledge. For example, staff implement ideas from treasure basket and heuristic play training to improve learning experiences for babies. Safeguarding is effective. Staff have a secure knowledge of the signs and symptoms of possible abuse. They know how to escalate concerns about a child's welfare. The manager regularly reviews policies and procedures with staff, such as safeguarding and risk assessment policies, to ensure that staff have a clear understanding of how to keep children safe. The manager successfully monitors children's development to identify potential gaps in learning. She makes effective use of partnerships with external agencies to make referrals and ensure that interventions are sought to provide additional support.

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

Staff use detailed information gathered from parents, alongside their own observations, to make accurate early assessments. Overall, this helps them plan appropriate activities for each individual child's stage of development. Children delight in opportunities to explore their creativity. For example, they spray paint from bottles and use scissors, glitter and glue to create their own masterpieces. Staff successfully support children to be aware of different cultures, languages and beliefs from around the world. For example, children look at various modes of transport in different countries, parents read stories in their home language on World Book Day and children visit a nativity project at Christmas. This helps children to learn about each other's similarities and differences.

### Personal development, behaviour and welfare are good

Staff help children to understand why it is important to be healthy and take care of themselves, for example by promoting oral hygiene effectively during a visit to the dental surgery. Staff skilfully follow children's lead and encourage them to extend their imagination. This is evident during conversations about school, when children say such things as, 'I'm starting school in Narnia. Do you want to come?' Staff agree, involve other children and ask them to describe what it is like there. Children develop the confidence to express their ideas to others and display good behaviour. They respond well to staff and follow their example to share, be kind and consider each other's feelings. Children learn to become independent and manage their own needs well. They use large cutlery to serve themselves at lunchtime and pour their own drinks successfully.

### Outcomes for children are good

Children work well within the development range that is typical for their age. Toddlers practise early mark-making skills as they push cars through paint. Babies develop polite manners and early communication skills. They use their voice and hand signs to ask for 'more please' at mealtimes. All children make good progress towards their early learning goals.

## Setting details

<b>Unique reference number</b>	EY487570
<b>Local authority</b>	Havering
<b>Inspection number</b>	10063507
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Star Bright Day Nursery Limited
<b>Registered person unique reference number</b>	RP907697
<b>Date of previous inspection</b>	6 May 2016
<b>Telephone number</b>	01708 743 337

Star Bright Day Nursery registered in 2015. It operates from a converted house in Romford, in the London Borough of Havering. The nursery is open each weekday from 7.30am to 6.30pm all year round, except Christmas and bank holidays. There are nine members of staff employed. Of these, one holds an appropriate level 6 qualification and three hold early years qualifications at level 3. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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