

Inspection of Shiny Star Nursery

109 North Circular Road, London N13 5EL

Inspection date: 14 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children's behaviour is excellent. They are kind and respectful to one another and are supported by nurturing, motivated and enthusiastic staff. Children develop strong attachments with their peers and teachers. As children arrive in the morning, staff and children welcome them at the door with a big smile and a cheerful greeting. This creates a warm and calm drop off, with children confidently waving goodbye to their parents. The curriculum is ambitious and well thought out. Staff are passionate about truly getting to know the children and to learn what they already know and what they need to learn next. Therefore, the curriculum is based upon the individual needs and interests of the children. Children of all ages are motivated and excited to try new experiences. For example, babies show curiosity when they mix flour and water together. Older children confidently choose a song to sing to their friends during circle time, which their friends enthusiastically join in with. Children make good progress at this inclusive setting. Those with special educational needs and/or disabilities (SEND) make strong progress and staff respond to their individual needs with ease. Staff are positive role models and explain to the children why certain behaviours are not acceptable. This leads to children having a strong understanding on how to follow instructions and how to behave. The setting establishes good partnerships with other professionals and this helps them to support children with SEND well. For example, staff regularly liaise with professionals and parents to seek advice, review children's progress and set them challenging targets.

What does the early years setting do well and what does it need to do better?

- Staff have high expectations of the children. The strong key-person system means that staff have a good understanding about what their key children already know and what they need to learn next. Children form strong attachments with staff and this leads to them demonstrating high levels of confidence and self-esteem. For example, children regularly seek out staff to play with them or to have a conversation with. Staff respond to the children with great enthusiasm and kindness. There is a warm and friendly atmosphere felt throughout the whole setting.
- The manager and deputy observe staff practice and offer feedback and guidance during supervision meetings. Staff feel supported and listened to by management. However this monitoring and supervision could be strengthened further, to allow staff even more opportunities to share ideas and for any concerns to be discussed in greater detail.
- The setting's curriculum places great emphasis on children's personal and emotional development. Staff teach children how to look after themselves and self-care routines, such as toileting and handwashing, are deeply embedded. Staff use their regular assessments of the children to plan activities which

support children to become independent. This enables children of all ages to be highly self-sufficient.

- Partnerships with parents are good. Parents speak highly of the staff and the care they provide. Staff hold meetings with parents to share children's progress and development. Forms are sent home to parents asking for ideas and suggestions for future planning activities. This provides staff with even more information about the children's interests and gives parents an opportunity to play an active role in their child's learning.
- Staff are consistent in promoting children's positive behaviour and attitudes, particularly those children with SEND. Staff have a shared understanding of how to help keep children safe. They expertly explain to children in great detail how to behave and why. For example, older children understand that they need to put their hand up when they want to share something during circle time. Younger children are reminded to use their 'walking feet' when they are inside.
- Staff are strong communicators. Children of all ages and abilities have countless opportunities to share ideas and communicate with staff and their friends. Staff use songs as a fun and interactive way to support their language and vocabulary. For example, older children were extremely enthusiastic during group circle time. They sang 'Head, shoulders, knees and toes' with actions, from memory. Younger children who are still developing their language use a prop bag to enable them to choose which song they would like to sing.
- Management encourages continuous improvement in the setting successfully. Staff complete regular safeguarding and first-aid training to make sure they know how to keep children safe. However, this professional development can be further strengthened to ensure the quality of teaching is raised consistently to the highest standard.
- Children's physical health and well-being are a high priority for staff. They provide healthy, nutritionally balanced meals and snacks that children enjoy. Children have regular access to fresh air and physical activity during outdoor play. The newly developed fairy garden outside provides children with more opportunities to develop their imaginative play. Staff also provide calm, comfortable spaces for children to rest and sleep.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff demonstrate a secure understanding of their responsibility with regard to protecting children. They are knowledgeable about the known indicators that might suggest that a child is at risk of harm. Staff and managers regularly update their safeguarding knowledge. Managers have robust procedures in place to check the suitability of new staff and to review staff's ongoing suitability. Staff are vigilant about children's safety and carry out frequent risk assessments of the premises.

What does the setting need to do to improve?

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

- provide more opportunities for staff's professional development to extend the quality of teaching to the highest level
- make better use of performance management, such as supervision meetings, to help drive improvement in staff practice to the highest level.

Setting details

Unique reference number	EY473737
Local authority	Enfield
Inspection number	10126699
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	37
Number of children on roll	44
Name of registered person	Shiny Star Nursery Ltd
Registered person unique reference number	RP911474
Telephone number	02037192857
Date of previous inspection	27 November 2017

Information about this early years setting

Shiny Star Nursery registered in 2014. It operates from a residential property in Palmers Green, in the London Borough of Enfield. The nursery employs 12 members of staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 7.30am until 6.30pm for 50 weeks of the year.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- The inspector held discussions with children, staff and parents and took into account their feedback.
- The inspector looked at documentation, including children's assessment records, staff suitability records and nursery policies and procedures.
- The manager completed a learning walk with the inspector across all areas of the nursery. The manager explained how the early years provision and the curriculum are organised.
- 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 carried out joint observations with the deputy manager.
- The inspector held a meeting with the deputy manager.

We carried out this inspection 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.

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