

Inspection of Bright Stars Nursery

District Scout Headquarters, Scout Hall, 19 Tristram Drive, LONDON N9 9TQ

Inspection date: 19 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Parents spoke highly of staff and of the support they provide. They said that staff have a good knowledge of children's individual care needs and family circumstances. The learning environment is welcoming and children arrive enthusiastically and settle well as they begin to understand the routines of the day. However, staff do not routinely offer support to children who are quieter in the group. As a result, these children sometimes lose interest and do not receive enough attention. Children mostly enjoy their time at this friendly and nurturing nursery. They form positive bonds with caring staff and, overall, engage in a range of stimulating and enjoyable experiences. The manager works closely with the local authority to ensure that children with special educational needs and/or disabilities receive consistent support. In the main, children gain the skills they need in preparation for school and benefit from positive teaching and interactions. Babies are well supported and staff interact with them sensitively, calmly and positively.

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

- Staff support children's curiosity well. For example, children use their imagination when they play in the home-corner supermarket. They explore various baskets of sensory items and add their receipts and shopping lists to the till.
- Children use exciting resources and take part in activities, including melting ice, to learn and explore simple mathematical concepts. Staff introduce new ideas to the most confident children throughout their play. For example, these children learn about floating and sinking while the ice melts.
- Children enjoy singing and interact well when staff read them stories. Staff make use of props to involve children and support their early literacy skills. They make the most of opportunities to support older children's mathematical knowledge. For example, children count how many plates they need for lunchtime and begin to understand simple addition.
- Managers work hard to support the staff team. Staff commented that they feel valued and supported in their role and that the working environment is positive. However, recent staff changes mean that there are some inconsistencies in the quality of teaching and care. Managers are confident that once newly appointed staff are settled in their roles, they can begin building on the team's skills and expertise.
- Managers continue to make improvements across the nursery, including revised systems to record risk assessments. However, staff do not always ensure that these procedures are followed effectively to make sure that all potential hazards are identified swiftly enough. However, staff do supervise children appropriately to ensure they are safe.
- Staff have high expectations of children's behaviour. Children play together

happily and have strong friendships. Staff are kind, caring and positive role models for children. Children's acts of kindness are acknowledged by staff as they learn the importance of good manners and taking turns. Babies confidently explore their surroundings. Children develop positive relationships with the staff and know who to go to for comfort and reassurance.

- Children happily participate in the activities provided and develop some key skills in readiness for school. They show confidence when independently selecting their choice of resources and learn to manage their self-care needs. At times, staff do not make the best use of their interactions with children to offer them further challenge and deepen their learning. Although the provider maintains statutory staff-to-children ratios, and staff generally supervise children well, the deployment of staff and the sharing of information about children are not always effective. Staff do not always plan effectively to engage and challenge all children, particularly those who are quieter and playing on the outskirts of the group.
- Children become aware of the importance of adopting a healthy lifestyle. Staff provide fresh fruit, water and milk for snacks, and teach children to wash their hands before eating. The programme for children's physical development is good. Staff ensure children spend lots of time in the fresh air, where children enjoy sand and water play, and learn to manoeuvre bicycles and scooters in a circuit.
- Leaders support the recently appointed manager, and new and existing staff. Contingency arrangements for changes in the staff team and any staff absence are in place. The manager has a strong vision for future improvement that she is sharing with parents and staff.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Leaders have made improvements following the last inspection, including providing support for staff through mentoring, training and development. Priority is given to making sure staff keep their knowledge up to date about wider safeguarding issues. Managers are aware of the need to check the ongoing suitability of staff, and discuss any issues that may have an impact on the care of children. Staff know the procedures to follow if allegations are made, or if they have concerns about managers or other staff members. The manager ensures that adult-to-child ratios are met and that staff respond appropriately to any accidents and report these to parents accordingly.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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establish a consistent approach to supporting all staff's understanding of safe practice and risk assessment	03/12/2019
ensure that staff are appropriately deployed, particularly during daily routines, to keep children engaged and to ensure the quality of their care and learning.	03/12/2019

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

- develop further staff's interactions with children so that they offer more challenge and deepen children's learning, especially for the quieter children
- strengthen processes for evaluating the setting to identify weaknesses and target areas for improvement.

Setting details

Unique reference number	EY305333
Local authority	Enfield
Inspection number	10112022
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	50
Number of children on roll	62
Name of registered person	Bright Stars Nursery Limited
Registered person unique reference number	RP525469
Telephone number	02088879217
Date of previous inspection	20 May 2019

Information about this early years setting

Bright Stars Nursery registered in 2005. It is situated in Edmonton, in the London Borough of Enfield. The nursery operates Monday to Friday from 8am to 6pm all year round. The provider employs 12 staff, all of whom hold relevant early years qualifications between levels 2 and 6.

Information about this inspection

Inspector
Catherine Greene

Inspection activities

- Discussions were held between the inspector and senior managers to explore how they identify improvements, monitor the quality of practice and support the staff team.
- A learning walk was undertaken jointly with the manager to observe how the provision and curriculum are organised. The inspector spoke to staff and parents, and took account of their views.
- The manager and the inspector completed joint observations of adult-led activities and evaluated them.
- A range of documentation was sampled by the inspector, including records of children's learning and progress, safeguarding and complaints policies, and suitability checks.

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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