

Inspection of Shining Stars Day Nursery

62 Chase Road, London N14 4ET

Inspection date:

20 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders and managers are still working on embedding newly implemented systems within the setting. As a result, there are still some inconsistencies in the arrangements for performance management, for the assessment of children, and in the practice of staff. In addition, staff do not always think enough about how large-group activities meet the needs of the youngest children, and children who learn best outside do not always have the opportunity to follow their interests. On some occasions, staff do not support children's communication and language development appropriately. Nonetheless, children are happy, eager to play, and enjoy their time at the nursery.

Children behave well and are taught about the importance of keeping safe. For example, they take part in an activity washing a car, to follow their current interest in transport. Staff support children's skills in recognising dangers and talk about why they need to stay away from roads and traffic. Children are able to share their own views and talk about rules with confidence. Older children are encouraged to be independent and help with daily routines. For example, a selection of 'helpers' set up the lunch tables each day. Children are provided with a range of healthy meals and snacks, and staff praise children for their efforts in trying new foods.

Staff are kind and caring towards children, and children seek reassurance and comfort from their key person or familiar adult. Staff across all age groups help children to feel safe and develop trusting bonds, including children with special educational needs and/or disabilities. Children begin to form friendships with peers and show care for those around them.

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

- The newly appointed manager is in the early stages of implementing changes to the setting. There has been a significant period of transition and the high turnover of staff has contributed to inconsistencies in the daily running of the setting. Work is underway to identify and act on weaknesses in the provision. However, systems for self-evaluation have not been fully effective in enabling leaders to recognise all areas in which they need to improve.
- Leaders have not acted well enough on some previous recommendations set at the last inspection. While initial progress has been made to improve systems for assessment, leaders have not made use of whole-group analysis to compare the progress made by different groups of children, to help identify gaps in learning. Nevertheless, staff have a confident knowledge of their key children's progress and make accurate observations of their skills and interests. Staff plan effectively for individual children's next stage of development.
- Leaders have not made sure that arrangements for performance management

are fully in place to give staff the support and coaching they need. For example, staff do not benefit from regular meetings to discuss their practice. This has an impact on the daily experiences of children. There are inconsistencies in the quality of teaching both for younger and older children. The majority of staff interact skilfully and model language appropriately. However, some staff do not make use of opportunities to speak and engage with children to support their communication skills.

- Children enjoy a wide range of free-choice activities indoors and are keen to join in with small-group tasks. For example, children make their own modelling dough, use tongs to collect pretend insects, and explore their imaginative skills while dressing up. However, although plenty of resources are provided in the outdoor area, children have limited opportunities to use them. Some children indicate their desire to spend time in the nursery garden, but staff do not act on this interest. This does not meet the needs of children who learn best outdoors.
- Older children are excited to take part in lively action rhymes, and babies explore their senses well. For example, babies use paint and rice and enjoy washing dolls. However, staff working with older children have not fully considered the organisation of adult-led activities to meet the needs of the youngest children in that group. As a result, some children struggle to maintain attention for the duration of adult-led sessions.
- Leaders seek the views of parents well and have developed this aspect of their practice effectively since the last inspection. Parents speak favourably about the staff and their care of the children. There is an effective link between home and the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise the well-being of children. They ensure that all staff have a confident understanding of their responsibility to keep children safe. Staff receive regular training on a wide range of child protection and safeguarding issues. All staff know how to identify and escalate any concerns about children's welfare to the relevant professionals in a timely manner. Secure arrangements for safer recruitment are in place. Leaders carry out all required checks on staff and takes steps to ensure their ongoing suitability. Procedures for risk assessment are robust throughout the setting. Effective deployment of staff ensures children are well supervised at all times.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date

improve performance management to ensure staff receive regular opportunities to review their practice and develop their professional knowledge	26/03/2020
improve consistency in teaching to help children make the best possible progress, particularly in their communication and language development.	26/03/2020

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

- consider how group times are organised to better meet the needs of the youngest children
- make the most of opportunities for outdoor learning to support those children who learn best outside
- strengthen systems for self-evaluation to identify areas for improvement and raise the quality of the setting
- implement effective systems for monitoring the progress made by different groups of children, to identify any gaps in learning and target teaching.

Setting details

Unique reference number	EY474774
Local authority	Enfield
Inspection number	10124190
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	53
Number of children on roll	60
Name of registered person	Shining Stars Day Nursery Limited
Registered person unique reference number	RP903609
Telephone number	0208 8822866
Date of previous inspection	30 August 2017

Information about this early years setting

Shining Stars Day Nursery registered in 2014. It is situated in Southgate in the London Borough of Enfield. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. The provider receives funding to provide free early education for children aged two, three and four years. There are 10 employed staff, including the manager, seven of whom hold relevant childcare qualifications from level 2 to level 6.

Information about this inspection

Inspector

Shana Laffy

Inspection activities

- The inspector completed a learning walk with the manager and observed staff's teaching practice and children's learning throughout the day.
- Feedback was gathered from parents to gain their views on the setting.
- A joint observation was carried out with the manager.
- The inspector looked at a sample of children's learning records, staff's observations and planning, and a range of policies and documentation, such as the suitability of staff, and the setting's safeguarding procedures.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the 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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