

Inspection of Future Stars Nursery

157 Preston Road, Wembley HA9 8NQ

Inspection date: 13 February 2020

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Leaders and staff create a homely and welcoming environment, where children demonstrate that they feel happy, safe and secure. Children develop close bonds with staff and their friends, and this contributes positively to children's well-being. Key relationships between staff and younger children are particularly strong. Younger children appreciate having a cuddle with staff when they are feeling a little tired. Children behave well. Staff are positive role models. They reinforce consistent boundaries, and actively encourage children to be polite and use good manners. Children develop high levels of confidence and self-esteem, and receive praise for their achievements. For example, parents add their observations to the designated 'wow' board which displays things they are proud their children have accomplished. Staff know all children well. They take time to work with parents to find out about children's interests and what children can do on entry. This helps staff to build on what children already know and to support their emotional well-being. Staff have high expectations for all children. They offer a wide range of support to children with special educational needs and/or disabilities. Staff work closely with parents and other professionals, such as the health professionals, to ensure that children receive the support that they need. Children who are learning English as an additional language are supported well. For instance, they benefit from staff who can speak their home language. Children develop the skills needed for their future learning.

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

- Staff generally complete regular assessments and monitor children's achievements to plan purposefully for their future learning. Leaders monitor these systems to support effective practice throughout the setting, although this is not consistent. They work well to use additional funding effectively to ensure that any gaps in children's learning narrow and they make good progress.
- Children relish exploring and discovering. For instance, they enjoy adding sand to water to investigate the change in textures. Children are confident in making choices about how they want to learn and what to play with. Staff support babies with opportunities for sensory and tactile exploration. Babies listen attentively when staff sing to them. However, at times, some staff do not intervene to provide children with the necessary support to help them to make the best progress possible.
- Children's early literacy skills are developing well. For example, younger children relish exploring using their senses as they make marks with paint. Older children develop their early writing skills. They make meaningful marks and learn to write their names.
- Partnerships with parents are very effective, and they all learn about each other's countries, cultures and beliefs. Leaders and staff use various strategies

to engage parents with their children's learning. For example, staff set challenges for parents and children to take part in at home, such as caring for 'JoJo', the pretend monkey. Children enjoy talking about their experiences and sharing photographs from home with their friends.

- Staff support children well in building their language and communication skills. For example, they ask questions and model language effectively for children. Staff encourage the good development of children's vocabulary. They hold conversations with children as they play and introduce new words, such as 'kiwi' and 'satsuma'. Children concentrate and listen attentively to staff during story sessions and join in with simple discussions about their ideas. Children handle books with care and have favourite stories. They are keen to listen to stories repeatedly and, with staff support, help to tell the tales, adding familiar phrases.
- Children relish having responsibility for tasks, such as scraping and clearing away their snack and lunchtime dishes. Staff help children to develop their independence. For example, children are encouraged to serve themselves at mealtimes.
- Staff promote children's physical abilities well. For example, children have opportunities to be outdoors on a daily basis. They can jump from plank to plank and practise these skills with balance and coordination. Staff help children to understand how to learn to assess risks and keep themselves safe. For instance, they encourage younger children to consider that toys left on the floor could be trip hazards.
- Overall, leaders develop staff's practice. They encourage staff to observe and evaluate each other's practice and hold discussions that help to improve their practice and teaching skills. However, staff would benefit from further professional development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge and understanding of how to keep children safe. Leaders ensure that staff access regular training to keep their knowledge up to date. Additionally, staff know the procedures to follow if they have concerns about a member of staff. Leaders have a good knowledge of safe recruitment guidelines. They implement robust recruitment, induction and supervision processes to make sure that staff are suitable to work with children. Leaders and staff vigilantly carry out risk assessments to ensure that risks to children are minimised.

What does the setting need to do to improve?

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

- explore a wider range of professional development opportunities that are sharply

focused on raising the quality of teaching to an outstanding level

- support all staff to enhance how they adapt their responses so that children are both helped and extended when following their own interests during their play.

Setting details

Unique reference number	EY549433
Local authority	Brent
Inspection number	10143486
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	58
Number of children on roll	58
Name of registered person	Future Stars Nursery Ltd
Registered person unique reference number	RP549432
Telephone number	07912161994
Date of previous inspection	Not applicable

Information about this early years setting

Future Stars Nursery registered in 2017. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sandra Teacher

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector had a tour of the premises with the manager, spoke to parents and carers, and looked at written feedback.
- The inspector completed a joint evaluation of an activity with the manager and spoke with children during the inspection.
- The inspector held a number of discussions with the proprietor, manager and all the staff. She looked at relevant documentation and evidence of the suitability of persons working in the nursery.

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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