

# Inspection of Bright Stars - Seaton Lodge

79 Southbury Road, Enfield EN1 1PJ

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Inspection date: 19 October 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

The nursery has recently experienced a turbulent period. There have been a high number of staff changes. New leaders have an effective understanding of the weaknesses of the setting and have plans and ideas of how these can be addressed. However, at the time of the inspection, many of these plans had not yet been put in place. This has impacted on the learning and well-being of children. The programme of learning is ineffective. Staff do not plan activities in a way that ensures learning takes place and builds on what children have learned before. Some staff do not understand the way in which young children learn. For example, they talk to babies about letters of the alphabet or numbers when they are not at this stage of learning yet.

Staff care about the children and work hard to build good relationships with them. Children approach them if they need comfort or reassurance throughout the day. Children speak a rich variety of languages. Some staff support children well by communicating with them in their home language where appropriate. Children respond well to this and find it comforting and reassuring.

There are several hazards at the nursery which put children at risk. An example of these risks include part of a blind cord hanging down. This means that children are currently not kept sufficiently safe, as leaders do have effective risk assessment processes in place.

Systems to keep the nursery clean and hygienic are not currently in place. Excess toilet paper on the floor of children's toilets and dirt around children's sinks puts children at risk of infection.

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

- Leaders have identified poor teaching and have put an action plan in place to address this. However, staff have not yet received the targeted support and professional development opportunities that they need to develop. Therefore, staff do not have the skills they need to teach children in a motivating and engaging way. This significantly impacts children's progress.
- Leaders do not support staff in how to assess children's development well enough. As a result, staff do not assess children's development accurately. They do not know what children can do and what the next step is in their learning. This means staff do not plan activities that meet children's individual needs.
- Staff work with external professionals to identify and support any children with special educational needs and/or disabilities. They use some strategies to support these children, such as getting down on their level to interact with them. However, leaders need to embed a wider range of strategies to support these

children. This will allow them to understand the daily routines and make progress in their learning.

- The curriculum does not meet children's needs. Leaders share what they would like children to learn, but this is not reflected within the rooms. For example, leaders explain how they would like children to learn to share. However, children are not yet able to do this in pre-school room and regularly argue over the same toy without sharing. This demonstrates that leaders have not yet communicated effectively what children should be learning and how this should be taught.
- The atmosphere is sometimes chaotic. Children find it challenging to focus and engage in activities. This hinders their learning and puts them at risk at times, for example when children sit on top of each other or climb under the tables or in and out of cots.
- The programme of learning for communication and language is not planned and taught well enough. Interactions in some rooms are limited and do not support children in making progress in their language development. At times, staff ignore quieter children and they are left to play with toys or wander around the room.
- Effective systems to support staff well-being are not yet in place. Leaders put individual risk assessments in place for any member of staff whose personal circumstances require this. However, permanent members of staff are not well supported in rooms. Their colleagues change regularly. This can be stressful for staff and lead to them feeling overwhelmed.

## Safeguarding

The arrangements for safeguarding are not effective.

There are several hazards within the setting which could pose risks to the safety of children. This demonstrates that leaders have not put in place effective systems for risk assessment. Leaders have not trained staff effectively in processes for ensuring the well-being of children. Staff are unsure of who to speak to if they have concerns about the wellbeing of a child. They do not fully understand what they should do if they have concerns about the actions of other staff. Leaders do not always follow the required processes to safeguard children, which puts children at risk. Leaders use effective systems to recruit staff and to ensure their ongoing suitability.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
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ensure effective risk assessment systems are in place to identify and remove or minimise risks	26/11/2021
ensure that systems are in place so that a good level of hygiene is maintained	26/11/2021
ensure safeguarding procedures are in line with the local safeguarding partnership guidance and that leaders and staff have a good understanding of safeguarding procedures	26/11/2021
ensure the key-person system is effective so that the key person can meet children's needs, including their learning needs.	26/11/2021

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

	<b>Due date</b>
design a clear, progressive programme of learning for children, and support staff in how to help children achieve these learning goals	26/11/2021
consider the individual needs of children with special educational needs and/or disabilities and how to best support these needs	26/11/2021
implement systems to support the well-being of staff, including arrangements for effective supervision meetings.	26/11/2021

## Setting details

<b>Unique reference number</b>	EY487176
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10210375
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Bright Stars Nursery Limited
<b>Registered person unique reference number</b>	RP525469
<b>Telephone number</b>	07780000958
<b>Date of previous inspection</b>	29 August 2019

## Information about this early years setting

Bright Stars - Seaton Lodge registered in 2015. It is located in Enfield, in the London Borough of Enfield. The nursery is open each weekday from 7.30am to 6pm for 49 weeks of the year, except for bank holidays. It receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Gordon

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was carried out following Ofsted's risk assessment process.
- The area manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the area manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector held discussions with staff and parents and took their views into account.
- Documentation was reviewed and a discussion was held with leaders.

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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