

Inspection of Growing Stars Nursery

43 Claremont Road, Harrow HA3 7AU

Inspection date:

2 February 2022

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| 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 arrive eagerly at the nursery and they receive a warm welcome. They are confident, settle quickly and begin to explore a wide range of activities and toys. The key-person system is effective, which ensures that children and staff have good, close relationships. Children know who to go to if they are feeling sad or need support. This helps children to be happy and secure to learn.

Staff have a good knowledge of children's needs and praise children throughout the day. This supports children's confidence and self-esteem. Children demonstrate good behaviour and take turns in their play. There are lots of opportunities for children to develop their independence skills. For example, they put their own coats and shoes on to go into the garden. These opportunities help children's development, for example in readiness for school.

The new room layout encourages toddlers to explore books independently. They point to the pictures and use simple words to share what they see with staff. The oldest children talk about what is happening in the stories that they look at during group time. Staff ask them relevant questions to check their understanding. Children's communication and language skills are also enhanced as they learn new words, such as 'bouncy', 'stretchy' and 'sparkly' when participating in 'bucket-time' activities. Children of all ages enjoy being active and benefit from playing in the well-resourced outdoor areas each day.

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

- Parents do not currently enter the nursery, due to the COVID-19 pandemic restrictions. However, the manager and staff team ensure that they still keep parents fully informed. They provide parents with regular updates about their children's day and well-being via an online app and face-to-face communication. Furthermore, staff share weekly planning with parents. This helps parents to talk to their children about what they are doing at nursery and extend their learning at home.
- Staff know the skills and knowledge that they expect children to learn and develop over time. They regularly assess children's progress, which helps them to plan for what children need to learn next. Additional funding is used appropriately to provide resources that support children's progress. For example, staff have arranged for a physical play specialist to come into the nursery a couple of times per week. They teach children physical skills to develop their agility and emotional skills to make them confident participants.
- Staff support children with special educational needs and/or disabilities very well. They demonstrate a good knowledge and understanding of each child's individual needs and specific requirements. Staff's ongoing relationships and

collaborative working with other professionals are effective in meeting children's needs. This helps children to rapidly close any gaps in their development.

- The management team is effective in promoting continuous professional development opportunities for staff. The team supervises and supports staff effectively through regular supervision and team meetings and through observations of staff's practice. Staff can build on their knowledge and access bespoke online training, which enhances their practice and supports children's learning.
- The management team and staff evaluate the nursery to promote continuous improvement. They regularly reflect on the activities and experiences that they plan. Staff use the feedback that they receive from parents and outside agencies to help them promote continuous improvement. They are keen to implement changes swiftly. For example, in the toddler room, resources have been rearranged to improve children's access to books. All children enjoy choosing and exploring a wide range of books with staff and their friends. However, staff have not yet embedded some changes. For example, changes to the transition arrangements for children at lunchtime in the pre-school room are not working well. Children wander around and do not know what is expected of them.
- Staff understand and meet children's care needs well. They respect children's need to develop their independence, and they balance this well with ensuring that children's welfare is promoted. During mealtimes, staff sit with children and support them to learn about healthy eating, appropriate manners and good hygiene.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of their safeguarding roles. They know the signs and symptoms that could indicate a child is at risk of harm. Staff understand how to report any concerns to the relevant agency in a timely manner. They complete regular training to update their child protection knowledge. This includes broader safeguarding issues, such as female genital mutilation and radicalisation. The management team has a rigorous recruitment and induction process. This ensures that safeguarding procedures and information are embedded in staff's knowledge from the start. The manager and staff show a good understanding of how to assess risks to keep children safe.

What does the setting need to do to improve?

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

- improve the deployment of staff in the pre-school room during transition times between activities, to help meet the diverse needs of children, so that children can understand what is expected of them.

Setting details

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| Unique reference number | EY477688 |
| Local authority | Harrow |
| Inspection number | 10063437 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 40 |
| Number of children on roll | 72 |
| Name of registered person | Growing Stars Nursery Limited |
| Registered person unique reference number | RP905731 |
| Telephone number | |
| Date of previous inspection | 25 April 2016 |

Information about this early years setting

Growing Stars Nursery registered in 2014. It operates from St Joseph's Scout and Guide Hall in Harrow, Middlesex. The nursery opens during term times from 8am to 4pm, Monday to Friday. It provides funded early education for children aged two, three and four years. The nursery employs eight members of staff. The manager and deputy manager hold appropriate early years qualifications.

Information about this inspection

Inspector

Sharmee Bhatt

Inspection activities

- This was the first routine inspection the provider 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.
- A learning walk was completed with the manager and room leaders to discuss the curriculum intent and how the provision is organised in the different rooms.
- A joint evaluation of an activity was completed with the manager.
- The inspector checked evidence of staff's suitability and qualifications. She looked at a range of documents, including qualifications, first-aid certificates and policies.
- The inspector observed the interactions between staff and children during activities and assessed the impact of teaching on children's learning. She spoke to the staff and children at appropriate times throughout the inspection.

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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