

Inspection of Bright Stars Nursery

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

Inspection date: 11 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this inclusive environment. Children build secure bonds with the caring staff, who welcome them warmly. This helps them to feel safe and secure and promotes their emotional well-being. Children who join the nursery quickly adapt to the new environment and routines because their key persons support them well.

Children are confident and keen to learn. They choose what they would like to play with from a variety of interesting resources, and concentrate well. For example, babies discover that they can create marks on a chalkboard using wet paintbrushes. They persevere until they cover the whole surface. Older children are captivated by their favourite stories. They listen intently and join in enthusiastically with the parts that they remember.

Children behave well. They listen to and follow instructions and understand the high expectations of staff. Children learn to be independent, and show satisfaction in doing things for themselves. For instance, babies learn to eat with a spoon and older children serve themselves at mealtimes. Children enjoy being helpful and assist staff with setting out and tidying up resources.

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

- The new manager has a clear vision for the setting and how to support children's learning and development. She has a good understanding of children's experiences outside of the nursery. She explains the importance of providing plenty of outdoor play to support children's health and well-being, as many do not have access to a garden at home.
- Staff monitor children's progress. They identify where children may need extra help to prevent them from falling behind in their learning. The manager has developed good links with the local authority inclusion team. Together, they ensure that children receive appropriate support. Children, including those with special educational needs and/or disabilities and children who speak English as an additional language, make good progress in relation to their starting points.
- Staff provide a good balance of adult- and child-initiated activities to help children build on what they already know. For example, staff recognise that children enjoy playing with dolls. They use this interest to extend children's understanding of health and hygiene. Children brush the dolls' teeth and care for them in a pretend hospital. However, occasionally, staff do not have a clear intent for what they want children to learn when they are implementing group activities. Therefore, some children do not gain the most from these learning experiences.
- Staff provide lots of opportunities for children to practise listening and speaking,

such as enjoying stories and songs. In general, staff ask questions effectively to support children's language and thinking skills. However, in some circumstances, they answer questions before children have had chance to think and respond.

- Children have lots of opportunities for vigorous play to strengthen their large-muscle movements. For instance, toddlers have great fun pushing trolleys around in the garden, which helps them to run confidently. Older children joyfully practise climbing, balancing and crawling as they negotiate an obstacle course with their friends.
- Children put forward their views about the nursery at the weekly 'children's council'. Staff value children's ideas and use their requests to help enhance the curriculum. For example, the provider has employed outside professionals to provide football and dance sessions for children.
- Children learn social skills, such as how to share and take turns. Babies discover that being part of a group is fun, as they enjoy songs and rhymes together. Older children share ideas and cooperate during imaginative role play. They say 'please' and 'thank you' and use good manners at mealtimes.
- Parents speak of staff as an asset to the nursery. They describe them as friendly and say that they care for children well. Parents recognise the improvements that the manager has implemented, particularly around the sharing of information about children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The provider and manager ensure that staff have a secure understanding of safeguarding issues. This includes wider topics, such as the risks to children's welfare from domestic violence or online abuse. Staff know how to identify the signs of abuse and the procedures to follow if they are worried about a child's welfare. They understand what they must do if there is an allegation or concern about an adult working with children. The manager carries out robust checks to help ensure that staff are suitable for their roles. Staff assess risks and follow nursery procedures to help maintain a safe and hygienic environment for children.

What does the setting need to do to improve?

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

- support staff to fully consider what children need to learn next, particularly when implementing adult-initiated activities
- enhance staff's use of questions to enrich children's critical-thinking skills.

Setting details

Unique reference number	EY305333
Local authority	Enfield
Inspection number	10132872
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 at time of inspection	0 to 4
Total number of places	45
Number of children on roll	36
Name of registered person	Bright Stars Nursery Limited
Registered person unique reference number	RP525469
Telephone number	07717220381
Date of previous inspection	19 November 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 throughout most of the year. The provider employs 10 staff to work with the children. Of these, seven hold childcare qualifications at level 6 or 3. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 provision.
- The manager showed the inspector around the nursery premises. She explained how they organise the environment and learning programmes for children.
- The inspector observed a range of activities and interactions between children and staff to evaluate the quality of the education. This included a joint observation with the manager.
- Parents shared their opinions about the setting during discussions with the inspector and provided written feedback. Staff and children also shared their views and experiences at appropriate times during the inspection.
- The inspector met with the manager to discuss leadership issues, such as self-evaluation and the recruitment of staff.
- The inspector looked at some of the nursery's documents, including safeguarding policies, staff suitability checks and paediatric first-aid certificates.

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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