

Inspection of Golden Star Nursery

116 Evelyn Denington Road, LONDON E6 5YU

Inspection date: 19 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome as they enter the nursery. Since the COVID-19 pandemic, parents have not regularly come inside. However, staff now invite parents in to share stories and other experiences with their children on a regular basis. This is one way that staff help children to feel secure and happy. The manager and staff have good ambitions for all children's learning. They ensure that the educational programmes reflect children's interests and build on what they need to learn next. This helps all children to make good progress in relation to their starting points in learning.

Overall, children settle to sleep easily. Occasionally, when some children find it difficult to settle, caring staff support them. They use gentle strategies to soothe and help children to feel more comfortable. This supports children's well-being. The manager and staff help children to behave respectfully and cooperatively with each other. Children take turns to hand out cutlery at lunchtime, and pour themselves and their friends drinks during other mealtimes. They often thank each other with 'high fives' and kind words. Children show positive behaviour and attitudes to their learning.

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

- Staff skilfully use props to excite children when reading simple stories. In the toddler room, staff set out resources on the floor, including bricks, wood, straw, shaving foam for cement, pigs and other farm animals, to link in with the story about three little pigs. Children happily use the resources and repeat refrains from the story. This supports children's listening and speaking skills.
- Young children choose songs to sing. Staff sing quietly and model the actions to nursery rhymes. Children engage, smile and laugh as they sing a song about five little ducks. This helps to build on children's early literacy development.
- Staff's support for children's independence skills is variable. Pre-school aged children cut their own fruit at lunchtime. However, staff do not always understand how to prepare the environment to help children consistently manage their self-care skills independently. For example, when pre-school children use the toilet, staff are usually available to support them but the toilet roll which children need is not always in easy reach.
- Overall, staff plan nursery routines to support children's learning. However, at times, these routines can disrupt the time which children have for their play and learning. For instance, children are sometimes unnecessarily taken from their play to have their nappies routinely changed. This does not help children to engage more fully and extend their learning even further.
- At times, staff do not fully support children to learn to think critically. For example, when staff and children talk about what happens to the colour of sand

when water is added to it, staff answer their own questions. This means that children do not consistently have enough time to think, respond, make mistakes and solve problems for themselves.

- Children have opportunities to develop their physical skills. Babies and young children use the small muscles in their hands to pick up small objects, such as rice and oats. Toddlers fill and empty containers in the water tray and pre-school children use pipettes to mix colours. These opportunities have a positive impact on children's developing bodies.
- The special educational needs coordinator (SENDCo) works effectively in partnership with outside agencies and parents. Staff ensure that all children with special educational needs and/or disabilities receive good support to help them effectively close gaps in their learning. This has a positive impact on the quality of education that all children receive. The manager uses additional funding to support disadvantaged children's learning. For example, they use funding to support training for the SENDCo role.
- Parents feel supported by the manager and staff. They confidently ask staff for tips about child development, particularly around sleep and positive behaviour strategies. The manager and staff communicate effectively with parents. They share information each day about their children's individual learning.

Safeguarding

The arrangements for safeguarding are effective.

The managers ensure that all staff have a sound understanding of the potential risks to children's safety and well-being. Staff know how to take action to keep children safe. They have a good understanding of child protection, including how to report any concerns. Staff know the signs and symptoms of when children may be exposed or drawn into extremist views and behaviours. The nursery environment is safe and secure for staff to teach and for children to learn in.

What does the setting need to do to improve?

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

- review and adapt routines to help children engage in their play and learning to the highest levels
- plan the environment more consistently, so that children can develop their independence and self-help skills, especially during personal care times
- support staff to enhance their understanding of allowing children more time to reflect and respond, so that they build on their thinking and problem-solving skills even further.

Setting details

Unique reference number	2555082
Local authority	Newham
Inspection number	10221621
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 at time of inspection	0 to 4
Total number of places	47
Number of children on roll	54
Name of registered person	Begum, Reshma
Registered person unique reference number	2555081
Telephone number	07538725824
Date of previous inspection	Not applicable

Information about this early years setting

Golden Star Nursery registered in 2019. It is situated in Beckton in the London Borough of Newham. It operates all year round from 7.30am to 6.30pm, Monday to Friday. The nursery employs 12 members of childcare staff. Of these, two hold relevant childcare qualifications at level 2, four hold relevant childcare qualifications at level 3, four hold relevant childcare qualifications at level 4, and two hold relevant childcare qualifications at level 5. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

Inspection activities

- This is 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.
- The inspector viewed the nursery, and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together.
- The manager and the inspector carried out joint observations to assess the quality of the education provided.
- A meeting was held with the manager to discuss their leadership and management of the nursery.
- Parents spoke to the inspector about their children's experiences at 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022