

# Inspection of A Star Kids Nursery

South Park Lodge, South Park Drive, Ilford, Essex IG3 9AA

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Inspection date:

23 September 2022

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## **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 settle easily and are happy at the nursery. They demonstrate positive attitudes to their learning. Children initiate their own play and are interested to play with a wide range of resources. For example, they explore with construction toys to create designs and bring their ideas to life. Despite facing some challenges, children persevere with their play, and they proudly show staff what they have built. This helps to build children's confidence, resilience and self-esteem. Children develop their independence while doing small tasks on their own, such as feeding themselves and washing their hands.

Children display good social skills when playing with others. For example, they share and take turns to use the resources. Children show good mobility, coordination and balance. They learn to express their needs and interests effectively. Staff use children's home languages to communicate with them to support their understanding. Children demonstrate good speaking and listening skills. Staff have high expectations of children. They make them aware of the rules in the nursery and set clear boundaries for them to learn right from wrong. As a result, children consistently display positive behaviour. They are kind and caring towards other children.

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

- Staff observe and assess children's learning effectively. They keep parents informed about their children's learning and work together to plan what children need to learn next. The strong partnerships between staff and parents ensure that there is consistency of support for children between the nursery and home. Subsequently, children make good progress with their development in comparison to their starting points in learning.
- Staff support children to develop their communication and language skills well. For example, they ask questions to encourage children to talk about their play. Staff support children to increase their vocabulary and develop their understanding.
- Staff provide good opportunities for children to develop their literacy skills. For instance, children listen to stories regularly and talk about the characters they see in the books. In addition, staff link stories to other activities and use props to extend children's learning. Staff encourage children to make marks using a range of materials to help develop their early writing skills.
- Children have access to good resources and activities to develop their mathematical skills. For example, staff encourage children to identify numbers on cards and count different items in their play.
- Staff support children to keep healthy and to develop their physical skills effectively. For example, they provide children with fruit and vegetables to eat,

show them how to brush their teeth and get them to do a range of stretches and movements with their body.

- Staff model good behaviour for children to copy. Consequently, children behave well and show respect to others. Staff support children to develop their personal, social and emotional skills effectively. Children form close attachments with staff, and they play alongside or cooperatively with other children.
- The manager completes regular supervision meetings with staff to review their performance, well-being and children's progress, to ensure that children receive good-quality education and care. In addition, she offers staff guidance and makes sure that they maintain their continuous professional development to keep their knowledge and skills current.
- The manager evaluates the nursery effectively and works with the team to consistently improve children's experiences. For example, the manager and staff support children to be familiar with daily routines so they know what they will do next and to enable smooth transitions between their play and routine tasks.
- Staff work with other professionals to plan targets for children with gaps in their development. However, staff do not consistently support these children to join in activities and mealtimes with other children to strengthen their development.
- Staff provide good activities for children to learn about the natural world. However, they do not provide varied and continuous activities for children to learn about people and cultures.

## Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that the recruitment process is robust and that all staff complete Disclosure and Barring Service checks to make sure that they are suitable to work with children. The manager and staff complete safeguarding and child protection training. They are familiar with the nursery's safeguarding policies and procedures. Staff are aware of the signs and symptoms of abuse and neglect. They recognise when children are at risk of being exposed to extreme views and to female genital mutilation. The manager and staff know the procedures to report safeguarding concerns to the relevant authorities. Staff complete regular risk assessments to ensure that the environment is safe for children.

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

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

- encourage children with gaps in their development to take part in group activities and routine tasks with other children to support their development further
- increase opportunities to strengthen children's awareness of the similarities and differences between people and cultures.

## Setting details

<b>Unique reference number</b>	2542658
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10215395
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Monik Properties Ltd
<b>Registered person unique reference number</b>	2542657
<b>Telephone number</b>	02085142997
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

A Star Kids Nursery registered in 2019 and is located in Seven Kings within the London Borough of Redbridge. The nursery operates throughout most of the year, from 8am to 6pm, Monday to Friday. The provider employs five staff, including the manager. All staff hold early years qualifications at level 3 or level 5. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Martina Mullings

## 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 her evaluation of the provider.
- The inspector completed a learning walk with the manager to discuss the manager's organisation and the aims and rationale for activities.
- The inspector observed the quality of education in the playroom and outside play area and conducted a joint observation with the manager.
- The inspector held discussions with staff about their roles and assessed their understanding of the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector checked samples of documentation, including recruitment records and paediatric first-aid training 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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