

# Inspection of Bright Little Stars Nursery

Bright Little Stars Nursery, 177 Leicester Road, Barnet, Hertfordshire EN5 5EB

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Inspection date: 28 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

The managers and staff have created a harmonious and friendly environment. Children demonstrate that they are safe, well settled and thoroughly enjoy their time at the nursery. Children form close and secure relationships with staff, who are good role models. Staff have high expectations of all children and want them to achieve as much as possible. This helps children to become more confident and have positive attitudes towards their learning. The easy access to all resources further supports children's independent exploration.

Leaders develop their ambitious curriculum based on children's interests and what they need to learn next. For instance, toddlers learn the names of farm animals, as staff read them familiar books. Staff know children very well. They use information gathered through observation of children to provide meaningful experiences. For example, children join a charity event and deliver collected toys to children who are in hospital. They learn the importance of helping those who may not be as fortunate as themselves.

Children behave very well. Staff encourage young children to share, take turns and be respectful. Pre-school children recall the rules and boundaries. They know exactly what is expected of them. They play cooperatively and use manners as they say 'thank you' and 'please' without being prompted.

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

- Leaders have a clear understanding of what they want children to learn. Staff implement the curriculum and sequence learning well. For example, staff provide plenty of opportunities for all children to strengthen their small muscles through messy play and mark-making activities. Children use tweezers, pegs and cut with knives. They develop good pencil control, in preparation for the next steps in their learning.
- Children's communication and language development is at the centre of all activities. Young babies babble happily as they engage with staff. Staff help toddlers to learn new words and repeat short phrases. Pre-school children engage in meaningful conversations. For example, they talk about their favourite and healthy food. All children, including those who speak English as an additional language, are becoming confident talkers.
- Children develop a strong interest in books and enjoy listening to stories and acting them out. Staff follow and extend children's interest effectively. For example, they organised a trip to the theatre for children to see their favourite characters played by actors. This helps to enhance children's further learning and supports their understanding of the world.
- Skilled practitioners ensure children have access to an extensive range of

stimulating activities, indoors and outdoors, to inspire children's learning. However, the curriculum for exploring digital technology is not as well focused as other areas of learning. This includes the safe use of technology to further enhance children's understanding of personal safety.

- Leaders recently increased the stable staff team. They evaluate staff practice effectively and provide staff with professional development opportunities. Further oversight and ongoing support is now needed to ensure that all improvements and high standards are maintained and further elevated.
- Children learn to manage their self-care needs. For example, younger children practise self-feeding. Older children use the toilet themselves and learn to dress for outdoor play. Children happily help with small tasks, such as packing away toys after an activity. This helps them to gain sense of responsibility.
- Children make great use of the outdoor area, which supports their learning well. They have plenty of opportunities to practise their gross motor skills, such as running, balancing, jumping and climbing. They also regularly practise yoga, which helps them to stretch their bodies. They learn breathing techniques that help them to gain self-regulatory skills. Staff teach children about the importance of good health and the benefits of eating a balanced diet.
- Children's mathematical knowledge is extremely well developed. For example, children count objects accurately and match quantities to the numerals. Staff and children sing number songs, and children hear and use mathematical language in their play.
- Parents praise the extremely welcoming and caring staff. They are very happy with the levels of communication and information they receive about the progress their children make. They comment on highly effective learning opportunities that staff offer to their children. They speak about the educational webinars and additional support leaders provide parents with, when needed.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are fully aware of the signs that might cause them to have a concern about a child's welfare. They have a sound knowledge of child protection policies and procedure. Staff are aware of the importance of monitoring children's attendance. Staff receive regular training to ensure their knowledge remains up to date. Robust safer recruitment procedures are in place to ensure staff are suitable. Staff have paediatric first-aid training and are available throughout the nursery to deal with any accidents. Effective risk assessment helps 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:**

- further enhance children's access to functioning technology to enable them to

- expand their knowledge of safe use of digital equipment
- continue providing effective support for the new staff team to ensure that good-quality standards are sustained and raised to even higher levels.

## Setting details

<b>Unique reference number</b>	2602364
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10259345
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	100
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	Bright Little Stars Barnet Limited
<b>Registered person unique reference number</b>	2602363
<b>Telephone number</b>	02071004662
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Little Stars Nursery registered in October 2020. It is a large nursery situated in High Barnet, within the London Borough of Barnet. The nursery opens each weekday, from 8am to 6pm. The provider employs 37 members of childcare staff, of whom most hold relevant qualifications, ranging from level 2 to level 6. The qualified teacher works in the pre-school class. The nursery provides funded early years education for three- and four-year-old children.

## Information about this inspection

### Inspector

Agnes Wink

## 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 this into account in their evaluation of the provider.
- Parents shared their views of the setting with the inspector.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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