

# Inspection of Bright Starz Day Nursery (Chingford)

Sainsbury's Site, 11 Walthamstow Avenue, London, Essex E4 8ST

---

Inspection date: 14 February 2023

<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**

Children enjoy their time at the nursery and demonstrate that they feel safe, settled and happy. They actively engage in activities of their own choosing from a good range of resources. They develop their fine motor skills and hand-to-eye coordination as they place wooden shapes onto rods, post shapes and stack bricks on top of one another. Children demonstrate high levels of engagement in small-group activities, such as searching for hidden objects, feeling them, taking turns describing them and guessing the name of the object.

Staff know the children well and build on their individual needs and interests. They plan opportunities to expand children's knowledge and skills through personalising the activities. Staff introduce new vocabulary and model correct pronunciation to extend children's knowledge. They use words such as 'butternut squash' and descriptions such as 'healthy with vitamins' during lunchtime.

Children practise yoga moves with staff, developing their physical skills as they learn how to stretch their bodies. Children continue to demonstrate their physical skills in the outdoor area as they confidently balance on the tyres and ride their bicycles and tricycles. They use their imaginations as they share and take turns pretending to cook, adding bark to the frying pans and saucepans.

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

- Staff provide an inclusive environment. Children with special educational needs and/or disabilities (SEND) benefit from very positive interactions. Staff work closely with parents and other professionals. Individual support plans are devised to support and monitor children's progress. Children's backgrounds are celebrated as staff communicate with children in their home language.
- Parents speak highly of the nursery and report that they feel well informed about the developmental progress their children are making. They describe staff as 'caring' and 'friendly'. Parents are very pleased with the progress their children have made since attending, in particular with their communication and language development.
- Children are very well supported to become independent. Babies use spoons to feed themselves during snack time. Older children enjoy skilfully serving themselves at mealtimes, pouring soup from a jug and helping themselves to bread. This prepares them well for their next stages of learning, including starting school.
- Children know the routines well. Some staff are particularly effective in supporting children's transitions using visual prompts. In the pre-school room, a child was encouraged to join the table by being shown the food that was on offer. This supported the child's understanding of lunchtime and sitting at the

table.

- Staff are responsive to children. They intervene and support when necessary. Children demonstrate a clear understanding of the rules and behavioural expectations. This supports them to behave very well. They are kind and courteous towards their peers and staff.
- Babies enjoy singing familiar songs using actions. Staff encourage them to explore a range of experiences, such as the sensory toys and treasure baskets. Babies vocalise and make sounds, communicating with each other by making eye-contact, using facial expression and gesture.
- Children's key persons generally have an in-depth knowledge of each individual child. Staff regularly observe children and use this information to help them assess the progress they are making. This informs the next steps needed to further enhance children's learning. Planning of activities is based on this information. However, this is not always consistent for all children, particularly those who are settling in. In addition, not all parents are completely sure who their child's key person is.
- Staff use sign language and actions to accompany their communication. Children engage in back-and-forth interactions as staff model the correct pronunciation of words and introduce new words during play. Children show good concentration as they listen and follow instructions. Staff skilfully weave mathematics through the activities to extend the children's understanding.
- The manager is highly reflective and implements a programme of training and support. This helps staff to develop their skills and knowledge. Supervision and regular observations of the staff further supports the staff to reflect and improve their practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager demonstrates a secure knowledge and understanding of safeguarding. Staff undertake regular training and demonstrate a sound awareness of the signs and indicators that a child may be at risk of harm. This includes an understanding of extreme views and radicalisation. Staff know how to report concerns about a child's welfare. They are aware of whistle-blowing procedures and understand their responsibility to report concerns regarding staff practice. Staff's suitability to work with children is reviewed regularly, and safer recruitment guidelines are followed. The premises are secure to ensure the children's safety.

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

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

- strengthen the role of the key person so that it is consistently effective in promoting all children's progress and development to the highest level.

## Setting details

<b>Unique reference number</b>	2553559
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10262812
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	44
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Bright Starz Day Nursery Ltd
<b>Registered person unique reference number</b>	RP910328
<b>Telephone number</b>	02039679898
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Starz Nursery registered in 2020. It is situated in Walthamstow in the London Borough of Waltham Forest. The nursery is open each weekday, from 7am to 7pm, for 51 weeks a year. The provider employs 17 members of staff, of whom eleven hold relevant early years qualifications between levels 2 and 7. In addition, there is a cook who works at the nursery. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jaswinder Rakhra

## 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they were doing during the activities.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed the evidence of the suitability of staff working in the setting.
- The inspector spoke to the manager about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023