

Inspection of Happy Stars Day Nursery

St Andrews Church, St Andrews Road, LONDON NW10 2QS

Inspection date: 28 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Staff know the children they care for very well at this friendly nursery. Children form strong bonds with their key persons and seek them out if they are having difficulties and need reassurance or if they are sad or upset. Staff teach children how to keep themselves safe. For example, they remind them to take turns when playing on the slide and not to run inside, as they might fall over and get hurt. Behaviour is good. Children understand expectations and the importance of sharing and taking turns when playing with their friends.

The curriculum is based on children's interests. Activities are well planned and engaging. Outside, older children chalk pictures of monsters and describe the sound their monster makes to staff. Inside, the youngest children practise opening and closing the lids of different bottles. Staff are on hand to show them how to turn and push the lids. Children show real delight when they are successful and exclaim, 'Look I did it. I do it again!'

Staff have high expectations. They ensure that children know how to care for themselves and teach them to become self-sufficient. They want all children to be confident, independent and inquisitive learners when they move on to the next stage in their education.

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

- Managers have a strong vision for the nursery and are dedicated to their roles. They put great emphasis on staff's well-being and ensure that their professional development is a priority. Staff praise the support managers give them and comment on how happy they are at work.
- Managers and staff have a good knowledge of how young children learn and develop. They have clear intentions for the curriculum they teach. All areas of learning are supported inside and outside.
- Provision builds on children's previous knowledge and skills. Activities are well sequenced, and most children make good progress. However, the eldest children's learning is not extended as much as it could be by some members of staff, and activities do not always meet these children's development needs.
- Supporting children's independence skills is a high priority. Staff encourage children to do a wide range of things for themselves. They use cutlery to serve and feed themselves at lunchtime, fasten their own coats and self-register when they arrive in the morning.
- Children have many opportunities to practise their small- and large-muscle skills. Outside, children build intricate obstacle courses, which they then balance on, and they climb the large equipment. Inside, children develop the muscles in their hands by putting together the pieces of a puzzle and building with small

construction resources.

- Staff support children's communication and language development well. They narrate what children are doing and engage them in frequent story times. Toddlers and babies sing familiar songs and rhymes, which are brought to life by hand puppets that they wear while joining in. Older children are introduced to new words, such as 'squish', 'squash' and 'tough', while playing with the dough.
- Children with special educational needs and/or disabilities receive good support from staff. Staff monitor children's progress closely and swiftly identify children who need additional support to meet their development goals. They work closely with the local authority and parents to ensure that children receive targeted intervention.
- Children have many opportunities to explore the local area. They regularly visit nearby shops, parks and the library. These visits enhance children's understanding of their local community and the world.
- Managers and staff work together to regularly evaluate the provision. They implement new ways of working to drive improvement and further develop the environment for children's continual learning. For instance, staff visit other nurseries to observe practice, and they use what they see to inform changes in the nursery. Parents participate in regular surveys, and their development ideas are implemented where possible.
- Parents are very complimentary about the nursery. They appreciate the regular information they receive about their children's learning and development. Staff provide ideas for parents on how to support their children's learning at home. Parents say that their children have made lots of progress in their spoken language and social skills since starting to attend the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible risks to children. They know the procedures to follow if they have a concern about a child or a member of staff. The manager regularly tests staff's knowledge and makes sure that their safeguarding training is always up to date. This includes a range of issues, such as the 'Prevent' duty and female genital mutilation. Regular staff meetings and supervision sessions are used to discuss any safeguarding concerns. Recruitment of staff is robust, and the manager checks their ongoing suitability. Staff carry out daily risk assessments, and appropriate action is taken to ensure children's safety at all times.

What does the setting need to do to improve?

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

- develop staff's understanding of how to further extend older children's learning and development to ensure that they always make good progress.

Setting details

Unique reference number	EY369205
Local authority	Brent
Inspection number	10269753
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	1 to 4
Total number of places	30
Number of children on roll	38
Name of registered person	Happy Stars Day Nursery Ltd
Registered person unique reference number	RP527798
Telephone number	02084 591754
Date of previous inspection	22 November 2022

Information about this early years setting

Happy Stars Day Nursery registered in 2008 and is located in Willesden, in the London Borough of Brent. The nursery employs 10 members of staff. Of these, eight hold appropriate early years qualifications from level 3 to level 6. The nursery is open from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Paul Church

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of general provision with the manager.
- Staff spoke to the inspector, and parents shared their views of the nursery during the inspection.
- 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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