

Inspection of Micky Star Community Children's Centre

58-61 St. Michaels Street, London W2 1QR

Inspection date: 1 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy to attend nursery. They are warmly welcomed on arrival by the friendly staff. Babies enjoy cuddles and receive reassurance. This helps children to settle quickly and feel safe and secure. Older children demonstrate their good self-help skills as they hang up their coats and find their names to self-register. Children quickly become engaged in the broad range of activities on offer.

Children are curious and show a positive attitude to their learning. Staff join in as children play. They use opportunities effectively to extend children's knowledge and understanding. For example, babies enjoy exploring with coloured oats. They fill containers and use their imaginations as they pretend to cook. Toddlers experiment making different-coloured dough and make links to a story about a monster's emotions. Staff support children to express how they are feeling, which increases their language skills and understanding of others. Older children make marks with chalk and use magnifying glasses to find initial letter sounds, which builds on their early literacy skills.

Staff have high expectations for all children. Children behave well and follow the nursery's rules. All children make good progress from their starting points in development, including children with special educational needs and/or disabilities and those children who speak English as an additional language.

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

- The manager is extremely passionate about her role and has high ambitions for all staff to become outstanding practitioners. She regularly monitors staff's practice and builds their confidence as they take part in staff meetings and observe their peers. The manager uses supervision sessions to reflect on areas for improvement and identify staff's training needs. She places a high priority on staff's well-being. Staff confirm the manager is supportive and that they enjoy working at the nursery.
- Staff collect detailed information from parents when children first start. They learn about children's routines and interests. This helps them to plan an ambitious and high-quality curriculum, which is implemented well. Staff use observations and assessments to monitor children's progress and ensure that any gaps are addressed quickly. Staff identify children's next steps in learning. However, due to a change in recording these, they do not consistently share these with parents to support children to continue their learning at home.
- The manager and staff have developed strong partnerships with parents. They speak highly of the manager and staff, and say that they feel very supported. Parents say that their children are keen to attend and often do not want to go home. They report that communication is good, and they receive regular

updates on their children's routines and learning. Parents comment that they have noticed positive changes in their children's behaviour, confidence, independence and language skills.

- The special educational needs coordinator is an asset to the nursery. She works with other professionals to provide extra support to benefit children and help to prepare them for the next stage of learning. The provider has secured extra funding to extend children's hours at nursery. This ensures that disadvantaged children have opportunities to access the full curriculum. Staff organise language groups at the nursery, with support from local services, which have a positive impact on children's communication and language skills.
- Staff embed supporting children to stay safe, fit and healthy into the culture of the nursery. The nursery employs a chef, who cooks nutritional meals and snacks. Staff sit with children at mealtimes and engage in conversations, which increases their social skills. Children clean their teeth after meals to help to develop good oral hygiene routines. Children have access to the garden and enjoy balancing on tyres, riding bicycles and using rockers to extend their physical skills. The nursery supports families with their 'loan a bike' scheme to promote fitness and mental well-being.
- Babies and young children know the nursery's routine well. For example, they sit on the bench ready to put their shoes on and understand they need to wash their hands before food. However, staff in the baby room do not always communicate effectively or work together to ensure that the room runs as smoothly as possible for the continuity in care and learning for all children.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities to keep children safe. They use daily checks to ensure that the environment is safe. Staff are deployed effectively, inside and outside, to maintain ratios and supervise children. They supervise children at mealtimes and sleep times. All staff have a good knowledge of safeguarding. They have completed training, including about the 'Prevent' duty. Staff recognise the signs and symptoms that may indicate a child is at risk of harm or abuse. They know the procedures to follow if they have any concerns about a child's welfare. Safer recruitment practices are adhered to and suitability checks are in place for staff.

What does the setting need to do to improve?

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

- review the arrangements for sharing children's next steps in learning to support parents to continue their children's learning at home
- strengthen staff's practice in the baby room to ensure that all staff communicate

effectively and work together as a team.

Setting details

Unique reference number	EY312270
Local authority	Westminster
Inspection number	10264836
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	0 to 5
Total number of places	62
Number of children on roll	70
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	0207 262 5590
Date of previous inspection	28 June 2017

Information about this early years setting

Micky Star Community Children's Centre registered in 2005 and is situated in Paddington, in the London Borough of Westminster. The nursery is open all year round, from 8am to 6pm, Monday to Friday. It receives funding to provide early education for children aged two, three and four years. The nursery employs 16 members of staff. Of these, 14 hold relevant qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector
Helen Craig

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 manager and has taken that into account in her evaluation of the setting.
- The manager and inspector carried out a learning walk together to discuss staff's intentions for children's learning.
- The inspector observed a range of learning experiences inside and outside. She carried out a joint observation with the manager and discussed the impact on children's learning.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- The inspector held discussions with the manager about safeguarding and how she evaluates and reflects on practice.
- The inspector looked at relevant documents, including paediatric first-aid certificates, staff's qualifications, insurance and suitability checks.

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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