

# Inspection of Future Stars Nursery

157 Preston Road, Wembley HA9 8NQ

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Inspection date:

12 April 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Children arrive to a warm welcome from staff, who encourage parents to share an update about their children. This helps staff to be aware of children's needs that can impact on them during the day. Children have access to a range of resources to play with. However, during the day, staff provide children with many adult-led activities indoors, which give children a limited opportunity to make choices to explore their own ideas and follow their own interests.

The quality of education is not consistently implemented throughout the day to ensure that children are engaged in high-quality learning. Teaching is variable and at times, staff do not extend children's language and build on their knowledge further. For instance, during a group activity, children are excited to pretend to fish for sea creatures. Staff encourage children to persevere in using a magnetic fishing rod to identify octopus, jellyfish and sharks. However, staff do not consistently introduce mathematical language to children.

Children enjoy creative activities. For example, they explore cut fruit, such as apples and pears, and dip them in paint to create prints which they share with staff. Children joy in what they make and talk about the colours which they mix. During outdoor play, staff encourage children to try new activities. For example, children try to use walking balance stilts. Staff support children and model through showing them examples of how to succeed. Through staff's encouragement, children are willing to have a go, and when they succeed, they laugh in delight and show their friends.

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

- The manager does not ensure that the curriculum is consistently planned to make sure that all staff understand what children need to learn and how activities will impact on children's learning. For example, when children explore building blocks which have been set up, children fleetingly explore them before moving on to another activity. Some staff, at times, fail to engage children in meaningful play and learning to build on their imaginations and language.
- Staff sometimes support children's communication and language well. On these occasions, staff engage in a narrative during children's play to excite and provide curiosity for them. For example, children learn about what lives in the sea and explore what is under shredded blue paper. They share what they find and are eager to find more.
- However, not all staff support children's communication and development consistently. For example, during outdoor play in the morning, when children use the slide, staff do not consistently share language with them.
- Some children do not consistently understand how to wait their turn and how to

share. Staff do not explain to children why this is important and as a result, some children do not always regulate their emotions effectively.

- Some children who are capable of feeding themselves do not have the opportunity to do so. This does not encourage children to build on their independence skills.
- Staff do not ensure there is a balance of adult-led and child-initiated activities available. This reduces opportunities for children to be curious and use their imaginations.
- Staff build warm relationships with the children in their care. Children will often approach staff for comforting words or a cuddle of reassurance. They generally behave well in the nursery and staff model expectations for children to follow.
- Children understand the routines of the nursery well. They learn to manage their health. For example, before mealtimes and after outdoor play, they know to wash their hands. Younger children carry this out without prompting from staff. Staff make sure tissues and bins are available in each room to encourage children to independently wipe their noses.
- Children have regular opportunities for outdoor play, where they build on their gross motor skills, such as when using the slide and balance stilts. They explore a sandpit using bowls and trowels to explore textures. At the mud kitchen, children discuss what they are making for tea and pretend to share some food.
- Staff develop good relationships with parents. When children start at the nursery, staff gain information to settle the children in and work with parents to reassure them. Parents share a positive view of the nursery, stating they feel their children are happy. However, the provider does not provide an area for parents to speak with staff about confidential matters, as required.
- Leaders work to ensure that parents are involved in the nursery. For example, fathers and grandfathers have joined the nursery for a play session with their children. Parents have been invited to share what they can offer within a session at the nursery. For example, a dentist has provided an oral health session for children to learn about good dental hygiene.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities when working with children and know the signs and symptoms of abuse. Leaders regularly check staff's knowledge in this area so that staff know which professionals they need to refer to if they are worried about a child. Leaders ensure that safe recruitment is in place. They carry out ongoing suitability checks to make sure that staff continue to be suitable to work with children. This keeps children safe from harm. Staff know what to do if an allegation is made against a staff member as part of the whistle-blowing process.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that the curriculum is planned to offer challenge for all children and have a clear intent and impact	09/05/2023
ensure there is an area where staff may talk to parents and/or carers confidentially.	09/05/2023

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

- ensure that staff are more consistent in how the curriculum for language and communication is delivered
- develop children's skills so they understand why they should share and wait their turn
- encourage children who are able to feed themselves to do so independently during mealtimes
- provide a variety of child-led activities during the day that develop children's curiosity and imaginations.

## Setting details

<b>Unique reference number</b>	EY549433
<b>Local authority</b>	Brent
<b>Inspection number</b>	10284640
<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>	1 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Future Stars Nursery Ltd
<b>Registered person unique reference number</b>	RP549432
<b>Telephone number</b>	07912161994
<b>Date of previous inspection</b>	13 February 2020

## Information about this early years setting

Future Stars Nursery registered in 2017 and is located in the London Borough of Brent. The nursery employs seven members of childcare staff, of which four hold appropriate early years qualifications. It opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Halpin

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with staff and have taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together and discussed the curriculum.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents, and took their views into account.
- The inspector looked at relevant documentation, including staff's suitability information and training certificates.
- We carried out this inspection as a result of a risk assessment, following information we received about 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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