

# Inspection of Nordic Star Nurseries

Unit 5, 7 Wenlock Road, London N1 7SL

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Inspection date: 21 June 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 applicableNot applicable

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

### **The provision is good**

Children settle quickly as they receive a warm welcome from the kind and caring staff. They enjoy the exciting activities planned for them as they arrive. They are enthusiastic, active, interested and curious to learn.

Children take opportunities to develop and extend their own play. They are confident to approach staff and visitors and to engage them in their play. They enjoy role play in the home corner and dressing up as firefighters. They proudly wear the fire hats and use the walkie-talkies to talk to each other. Children develop their communication and language skills through story time with songs and rhymes. Staff are enthusiastic and comment on what children are doing, offering praise and guidance. Children develop their knowledge of numbers as they count the cars they are manoeuvring down the track.

There are plenty of opportunities for children to develop their physical strength and mobility. They confidently use the climbing frame and balance on the soft-play resources. Staff give babies the confidence to practise their crawling and walking skills through lots of praise and encouragement. This helps to promote children's self-esteem and supports children to make good progress in their development.

Children behave very well. Staff are positive as they show respect and listen to what children say. They provide gentle reminders and explanations to help children learn about rules and boundaries. Children show respect for others, encouraging their friends to join in and take turns.

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

- Staff provide exciting activities based on children's interests. This includes what they know and what they need to learn next. They do this through a well-thought-out curriculum that is challenging and implemented to support children's learning and progress, quickly identifying any potential gaps and putting in place appropriate support.
- Staff are sensitive to children's needs, and they help children to manage their emotions by talking to them and encouraging them to explain what they are feeling. They use books and favourite toys to settle and help children feel secure. Children receive praise and encouragement throughout the day. This helps to support their emotional security. However, at times, during preparation for outings, the organisation means that children sometimes wait too long with little to occupy them.
- Leaders and staff have high expectations of children and work hard to achieve the best outcomes for them. Together, they review children's development and work hard to identify any gaps in children's learning. This provides the focus for

any support needed and to plan what children need to learn next. Secure systems are in place for staff to work with other professionals and the local authority advisers. Staff are knowledgeable about how to plan targeted provision for children with special educational needs and/or disabilities.

- Children have good opportunities to develop their understanding of diversity, including through daily outings in the local community to places of interest. They also hear other languages spoken at the nursery, for example by children who speak other languages at home.
- Parents speak highly of the nursery. They comment positively on their child's experiences and express that staff are approachable and friendly. There are many effective strategies to support parents to be involved in their children's ongoing learning. Parents would welcome more regular information and clearer communication about any changes, including in relation to staff structure.
- Staff interact warmly with children during care routines, such as nappy changes and mealtimes. Children enjoy freshly prepared meals in a well-organised, calm space in each group area. Staff work with parents to understand what children like to eat. Children with allergies are well catered for. Children enjoy the opportunity to be independent. They use their skills well to serve their food and use cutlery. Staff are aware of children's dietary needs, and daily routines, such as mealtimes, are well managed to ensure that children are kept safe.
- Leaders and staff review their practice regularly to help make ongoing improvements to the setting. They are aware that there has been a transition period with a change in staff and managers. There has been a focus on supporting the team and staff's well-being. Leaders are providing staff with valuable professional development to extend their knowledge and skills. Staff speak highly of their managers and say they feel supported and that their specific interests are fully included. Good induction and supervision opportunities enable staff to clearly understand their roles and responsibilities.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know how to keep children safe and support their well-being. They demonstrate a secure knowledge of the nursery's safeguarding policy. They are confident about responding to and reporting any concerns that may impact on a child's well-being. Daily risk assessments are completed, including for outings and the local communal outdoor play area. There are clear procedures in place to respond to emergencies, such as in the event of a fire. Staff teach children about road safety and how to stay safe in the sun. They ensure that unauthorised persons do not enter the premises. Thorough checks are completed to ensure that staff are suitable to work with children.

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

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

- strengthen communication with parents to support children's care, learning and progress even further
- improve the organisation of daily routines, particularly for outings, to ensure that children can fully enjoy their play
- review the organisation of transition times, particularly to support children so that they do not have to wait too long with little to occupy them.

## Setting details

<b>Unique reference number</b>	2665960
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10293591
<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>	100
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Nordic Star Nurseries Islington Limited
<b>Registered person unique reference number</b>	2665961
<b>Telephone number</b>	02045 998920
<b>Date of previous inspection</b>	Not applicableNot applicable

## Information about this early years setting

Nordic Star Nurseries registered in 2022. It operates from converted office space in the London Borough of Hackney. The setting is part of the FinlandWay franchise, following the Finnish early childhood education programmes in line with the early years foundation stage. The setting is open Monday to Friday, from 7.30am until 6.30pm, for 48 weeks a year. There are 15 members of staff, who hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Catherine Greene

## 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 provider.
- The manager accompanied the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector held discussions with managers and staff throughout the day.
- The inspector observed children at play throughout the nursery and accompanied staff on outings.
- The manager carried out a joint observation with the inspector for a pre-lunch activity and during lunch.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first-aid certificates and Disclosure and Barring Service checks.
- The manager and provider discussed the leadership and management of the setting and considered the impact of this on the quality of the provision. This included safety procedures and safeguarding discussions, which were held with members of the staff team.

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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