

Inspection of Bright Little Stars Nursery

1 Dove Close, Bunns Lane, Mill Hill, London NW7 2AQ

Inspection date: 12 October 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

Leaders have developed a curriculum that is highly ambitious and carefully sequenced. Staff are skilled at delivering engaging activities with a clear learning intention. For example, older children develop their vocabulary during a game in which they describe hidden sea creatures for their friends to guess. Children demonstrate high levels of engagement and excellent listening and attention skills.

Staff have worked hard to embed routines and boundaries. Children understand what is expected of them and generally behave well. They play cooperatively together and respond well to reminders to use 'kind hands' and 'walking feet'. Staff offer frequent encouragement and praise for their efforts and achievements. This helps to build children's confidence and self-esteem.

Leaders have developed highly inviting outside areas, which encourages children to be active and physical in their play. Children go outside in all weathers and enjoy making choices from a wide range of engaging activities. They delight in observing and caring for the nursery's guinea pigs. Staff are skilled at enhancing and extending child-led play. For example, they model mathematical language as children build sandcastles together. Staff support children to develop good hygiene routines, such as washing their hands before eating and brushing their teeth after lunch. Children become increasingly independent in their self-care skills as they move through the nursery.

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

- The curriculum places a focus on building children's independence and encouraging them to make choices. Children build on their skills as they move through the nursery. For example, babies learn to spoon-feed themselves and select their own drinking cups. Older children pour their own water, get their own plates and cutlery and use tongs to serve themselves.
- Staff are strong models of spoken English. They ask questions and narrate as children engage in child-led play. For example, staff encourage children to use their binoculars to hunt for spider-webs, before singing 'Incy Wincy Spider' together. Singing can be heard frequently throughout the day and storytelling is a current priority for the nursery. Most children become confident communicators over time and demonstrate active listening during group activities. However, at times, staff do not consider how to encourage all children to remain engaged in large groups and encourage them all to contribute.
- Staff provide opportunities for children to explore early mathematical concepts. For example, staff challenge children to build towers of different heights and to create patterns, using a variety of small resources. Children then take this into their independent play. For example, a group of children talk about how many

wooden blocks they need to ensure that their 'dinosaur castle' is big enough.

- Staff's interactions with children are consistently warm and supportive. For example, babies are quickly comforted by cuddles and reassurance from their key person. The key-person system is effective. Staff know their key children well and can talk about their progress and next steps in learning.
- The special educational needs coordinator (SENCo) is highly knowledgeable and passionate about her role. She communicates well with other professionals and with parents to ensure a cohesive approach towards children's individual targets. Children with special educational needs and/or disabilities (SEND) are included in all activities and make good progress from their starting points in development. However, while staff have put strategies in place to support children with SEND, these are not yet fully embedded. This is particularly evident during shared learning times, when some children find it difficult to access the learning.
- Leaders work hard to build positive relationships with parents. For example, they invite parents into the nursery to support their children to self-register in the morning. They have installed a secure parental webcam, in which parents can briefly observe their child from home. This helps to build trust between staff and parents. Staff provide parents with ideas to extend their children's learning at home. This supports children to discuss and embed their learning with their families.
- Leaders prioritise staff's well-being. They have a wealth of initiatives and benefits in place to ensure that staff feel supported and valued. Staff benefit from a variety of training opportunities, which has a positive effect on the quality of care and learning that children receive.
- Leaders are highly reflective about the nursery. There is a supportive and highly experienced senior leadership team that monitors practice and ensures that policies and procedures are consistently adhered to. Leaders also seek advice from external professionals to ensure continuous improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are present in the nursery and encourage an open-door policy that promotes a culture of safeguarding. All staff have robust safeguarding knowledge. Leaders have secure recruitment and vetting procedures to ensure the suitability of staff. They check staff's ongoing suitability through effective supervision sessions. The whole site is safe, secure and hygienic. Staff implement daily risk assessments and there have been additional measures put in place to assess potential choking hazards. Most staff are paediatric first-aid trained. Leaders have updated policies and staff have received refresher training in managing allergies and administering medication.

What does the setting need to do to improve?

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

- organise group times to ensure that all children remain engaged in their learning and are given opportunities to participate
- consider how staff are deployed and ensure that strategies are embedded to further support children with SEND to fully access their learning.

Setting details

Unique reference number	EY451870
Local authority	Barnet
Inspection number	10312844
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	88
Number of children on roll	122
Name of registered person	Bright Little Stars Limited
Registered person unique reference number	RP531877
Telephone number	02071004662
Date of previous inspection	28 January 2019

Information about this early years setting

Bright Little Stars Nursery registered in 2013 and is based in Mill Hill, in the London Borough of Barnet. It is open from Monday to Friday, all year round, except for one week at Christmas and one week in spring. Sessions are from 8am to 6pm. The provider employs 43 members of staff, most of whom hold early years qualifications at level 2 or above. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Nicola Baker

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 showed the inspector around the premises and discussed how they ensure that they are safe and suitable.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact 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 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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