

Inspection of Stars Nursery Southgate Limited

Hillel School, 154 Chase Road, LONDON N14 4LG

Inspection date: 15 November 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 Good

What is it like to attend this early years setting?

The provision is good

Children happily enter this inviting, small nursery and separate easily from their carers. They are content and settled in this family atmosphere. Children share close bonds with staff, who are kind and nurturing. Babies seek comfort from staff who know the best way to soothe them. This shows they feel safe and secure in their care. They follow consistent daily routines, which help them to feel safe and secure. Each morning, shortly after children arrive, they form a circle and sing familiar songs and rhymes together.

Children gain key skills in readiness for the next stage in their learning, such as the move to school, which is on the same premises. This ensures a smooth transition. They confidently greet the staff and their friends. Children delight in dancing and singing to music. They engage enthusiastically, clapping their hands and stamping their feet in time to the music and are beginning to learn the words of the songs, both in English and Hebrew.

Children behave well. They understand staff's expectations and eagerly make choices about their play. Children decide if they would like to play inside or outside. Children enjoy a range of activities that support their physical development. They climb and balance on apparatus and display confidence when using the slide. Children develop their arm strength and coordination. They choose their paint colours to swirl and swish with brushes and carefully fill buckets with sand and mud. Children use their imagination as they ride around on wheeled toys, and pretend they are driving cars on the road.

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

- Managers are reflective of their practice and regularly review the standards of care and education at the playgroup. They are ambitious and meet with the staff team to identify professional development opportunities and areas for improvement. They are quick to identify any early concerns and know where to access early help from the local authority. Managers have plans in place to raise qualification levels, to attend further training, to try and be the best they can.
- Staff prepare activities based on the children's interests. For example, staff put out a large tray filled with ice, snow and polar bears, all in blue. Children excitedly begin to explore the tray and investigate the feel and textures of the ice and snow. They say the words: 'It feels cold'. Staff have a clear understanding of what they want children to learn from the activities they offer. They know children very well and respond quickly to their interests. They say: 'The children make the magic.'
- Children enjoy playing a range of games to develop their early technological skills. They learn cause and effect as they build towers and knock them down.

However, the curriculum has yet to consider how to use opportunities to support their understanding of digital safety, for both the children and their families, and where to get support should they need it.

- Children enjoy freshly prepared meals. These are made on site and take account of children's individual dietary needs, preferences and any allergies they may have. Children have free access to drinking water throughout the day. They practise their independence by pouring their drinks and self-serving their food. They wait patiently for their friends. Even young children demonstrate good feeding skills, as staff support and prompt them to use cutlery. This prepares them well for their future.
- Staff value the diverse nature of the setting and embrace a wide range of festivals and events celebrated by the children and families in their care, such as Festivals of Light. Staff encourage children to discuss unique members of their family, and children love identifying their photographs. This supports children to learn and value everyone's differences and promotes a mutual respect for those in the community around them.
- Overall, partnership working is strong. Staff form links and share information with the on-site school, and provide much needed childcare for many of their staff and working parents. Parents speak highly of the caring and friendly staff, and have written positive letters praising the work of the setting, with phrases like: 'My son comes with a smile and leaves with a smile.' They receive newsletters and have daily discussions with staff about their children's time at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of signs and symptoms that may show a child is at risk of harm. They benefit from regular training to keep their safeguarding knowledge up to date, and demonstrate a good understanding of the procedures to follow if they have concerns about a child in their care. Staff understand their responsibility to maintain a safe environment for children to play and learn in. They supervise children effectively as they play. Recruitment procedures are in place and managers complete appropriate background checks to ensure staff are suitable for their role. Staff receive effective inductions to ensure they are competent to carry out their duties. There are dedicated areas for the babies to sleep in a safe and calm environment.

What does the setting need to do to improve?

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

- enhance opportunities to support children's and their families' understanding of digital safety and where to get support should they need it

- continue to develop staff's professional development and qualifications to help children make consistently good progress in their learning and development.

Setting details

Unique reference number	EY474672
Local authority	Enfield
Inspection number	10301074
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 3
Total number of places	46
Number of children on roll	20
Name of registered person	Stars Nursery Southgate Limited
Registered person unique reference number	RP907174
Telephone number	02088869522
Date of previous inspection	3 January 2018

Information about this early years setting

Stars Nursery Southgate Limited registered in 2014. The nursery is open Monday to Thursday from 7.30am to 5.30pm for 49 weeks of the year. The nursery closes on all Jewish holidays and bank holidays. The nursery receives funding for the provision of free early years education for two-year-old children. There are nine members of staff, including the managers. Of these, six staff hold an early years qualification.

Information about this inspection

Inspector

Sandra Teacher

Inspection activities

- This was the first routine inspection that the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in the evaluation of the nursery.
- The inspector spoke with the manager and senior leaders. She held discussions with staff, which focused on the learning, the well-being and the safeguarding of children. She spoke to children throughout the inspection.
- The inspector reviewed a range of documentation, including that relating to nursery improvement, safeguarding and the checks undertaken on newly appointed staff.
- The inspector met with parents and listened to their views about the provision.

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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