

Inspection of Star Bright Day Nursery

Mawney Road, ROMFORD RM7 7BH

Inspection date: 23 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff are caring and supportive towards children at this welcoming nursery. Young children demonstrate the secure bonds they have with their key person as they are quickly comforted by cuddles and reassurance. This emotional security means that children feel confident and are ready to learn.

Leaders and staff have high expectations for children's learning. They place an appropriate focus on supporting children's language development. For example, staff skilfully lead circle-time sessions in which children actively participate, listening carefully and joining in with familiar songs. Staff read favourite books repeatedly and children enthusiastically join in with repeated phrases, building a positive relationship with reading. Children show that they are happy and motivated to learn.

The setting has embedded routines and rules that ensure children know what is expected of them. Staff gently reinforce these rules and take time to explain their purpose. For instance, staff explain to children why using 'walking feet' when carrying objects is a sensible rule. Staff give children clear instructions and children are quick to follow them, for example helping their familiar adults to tidy up. Staff offer enthusiastic praise for positive behaviour, which supports children to make the right choices.

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

- Leaders have developed an ambitious curriculum that supports all children to make progress over time. For example, children develop their independence skills, from learning to use a spoon to feed themselves in the baby room to self-serving their lunch in the pre-school. Children develop the confidence to do age-appropriate tasks for themselves.
- Leaders have made links with local primary schools to ensure that their curriculum gives children the skills and knowledge they need for the next stage in their education. For example, based on information from teachers, staff have introduced name labels across the room to support children to recognise their own names. This helps to prepare children for their transition to school.
- Staff are strong models of spoken English. They constantly narrate and sing to children at an age-appropriate level. For instance, staff verbally label objects as babies pick them up, whereas older children are encouraged to have discussions, such as looking out the window to discuss the weather. Children become confident communicators over time.
- Staff know their key children well and can discuss their interests, progress and next steps with confidence. Relationships between all staff and children are warm and reassuring, but the key-person relationships are particularly secure.

This supports children's emotional well-being. However, not all parents know who their child's key person is, impacting on a cohesive approach to meeting individual children's needs.

- Staff sing songs in a variety of languages, including British Sign Language, and invite parents in to read stories in their home languages. Leaders have invested in books and resources to reflect the diverse community. This supports children to feel represented and valued.
- Leaders provide good support for children with special educational needs and/or disabilities (SEND). They are quick to make referrals and secure the timely support that individual children need. They work alongside parents and other professionals to ensure that they are working towards shared goals. Children with SEND make strong progress from their individual starting points. However, there is scope to develop more effective strategies to support children with SEND through transition points in the nursery routine, as, currently, change does cause some confusion and distress.
- The nursery cook provides food that is varied and healthy. Children have access to a variety of fruit throughout the day and this builds their independence, as they help themselves when they are hungry. Children get daily access to a spacious outside garden where there are opportunities to explore and be physically active. This supports them to learn healthy habits from a young age.
- Leaders are highly reflective. They can discuss their strengths, but are always working towards improvement. They care about their staff and have strong systems of induction, training and supervision meetings to ensure staff's continued professional development. Staff comment that they feel well supported and their managers are approachable.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the key-person role to include building relationships with parents and/or carers
- implement strategies to better support children with SEND through changes in the nursery routine.

Setting details

Unique reference number	EY487570
Local authority	Havering
Inspection number	10326239
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 4
Total number of places	50
Number of children on roll	33
Name of registered person	Star Bright Day Nursery Limited
Registered person unique reference number	RP907697
Telephone number	01708 743 337
Date of previous inspection	21 March 2023

Information about this early years setting

Star Bright Day Nursery registered in 2015 and is situated in Romford, in the London Borough of Havering. The nursery is open all year round, from 7.30am to 6pm, Monday to Friday, except for Christmas and bank holidays. There are 10 members of staff that work directly with children. Of these, nine hold relevant childcare qualifications at level 2 or above. The nursery receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicola Baker

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The nominated individual, area manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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