

# Inspection of North Stars Nursery

73 North Way, Kingsbury, London NW9 0RA

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Inspection date: 6 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff have created a friendly and engaging environment for all children. Children arrive happily and settle quickly into one of the interesting activities. Staff have built strong bonds with all children, helping them to feel safe and secure. Staff know the children well and plan accordingly for their next steps. There is an ambitious curriculum for all children, which means they stay engaged and focused for long periods of time.

Staff provide emotional support for all children, reading their cues when they feel overwhelmed. For example, taking children to a quieter room for smaller focused play activities when this happens. Staff teach children some independence skills. They encourage children to hang their coats up and collect their name tags for self-registration. Staff gently guide new children as they learn this part of the routine.

Staff are positive role models for behaviour. Children are kind and calm as they play with their friends. Staff talk to children about their behaviour, helping them to understand that their actions have consequences.

Children enjoy fresh air in a spacious garden. They cook 'mud buns' in the outdoor kitchen, sharing what they have made. Staff are enthusiastic participants in children's learning, engaging them in conversation, narrating their play and looking for different ways to challenge them.

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

- Staff have planned a well-sequenced curriculum, that puts children's interests at the centre of their learning. For example, staff provide children with glue, scissors and boxes to support their love of junk modelling. Children enjoy making jewellery boxes. Children develop their creativity as well as strengthening their finger muscles as they use scissors carefully.
- Staff have developed a language-rich environment. Children enjoy engaging interactions with staff. For example, as children build train tracks, staff ask them 'How can we make it stronger or bigger?' This encourages children to use their problem-solving skills.
- Staff are professional and dedicated to providing the best outcomes for all children. The quality of education is good as staff have a secure understanding of children's development. All children, including those with special educational needs and/or disabilities (SEND), make good progress.
- Children behave very well. Staff take a positive approach to behaviour management. For example, staff take children to the 'calm down corner' that the nursery has created in the garden. This gives children time and space to reflect on what has happened. Staff gently encourage children to talk about how they

are feeling. Therefore, they naturally reach a resolution and feel that their views have been taken into account.

- Staff weave mathematical knowledge into all aspects of children's learning. For example, children spend time each week seeing how much their plants have grown using measuring tapes. Children are introduced to language such as 'bigger' and 'smaller'. Children learn about the concept of size as they build their early understanding of different mathematical skills.
- Parent partnerships are very strong. Parents comment very favourably about the setting. They feel that communication is strong and that their children have made good progress. The manager strives to involve parents in all aspects of their children's learning. For example, children take home a book bag with a reading book. This means that parents can be part of their children's learning. The manager also organises regular workshops to teach parents different ways to support their children's learning. This gives parents the confidence to help their children at home and continue their learning.
- Children's independence is generally well supported. For example, children take responsibility for putting on their coats and hats, and self-serving fruit at snack time. Despite this, staff do not always enable children to be independent in their self-care skills, particularly when using the toilet. Therefore, older children, in particular, are not able to develop the self-care skills they are capable of.
- The manager is very dedicated to her role. She is a huge advocate for supporting her staff team to be confident in their positions. For example, she role models best practice when delivering circle time. Staff gain from her many years of experience as they learn to develop their own practice. Furthermore, staff complete training in different aspects of child development, adding to their knowledge.

## 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:**

- support staff's understanding of effective ways to promote children's independence as they develop self-care skills.

## Setting details

<b>Unique reference number</b>	137828
<b>Local authority</b>	Brent
<b>Inspection number</b>	10316893
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	North Stars Nursery Ltd
<b>Registered person unique reference number</b>	RP902711
<b>Telephone number</b>	
<b>Date of previous inspection</b>	4 May 2018

## Information about this early years setting

North Stars Nursery registered in 2001. It is situated in the London Borough of Brent. The nursery is open each weekday from 9am to 3pm, during term time only. There are six staff, including the manager. Of these, four hold relevant qualifications at level 6, level 4 and level 3. The nursery receives funding to provide free early education for children aged two and three.

## Information about this inspection

**Inspector**  
Sai Arunn

## 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 inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.
- A number of parents shared their views with the inspector.
- The manager and the inspector completed a joint observation together.
- The inspector observed the interactions between staff and children.
- The manager and the inspector completed a learning walk together, and discussed the curriculum provision 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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