

Inspection of Starshine

Starshine Nursery, Christchurch Hall, London N8 8AX

Inspection date: 11 April 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 Good

What is it like to attend this early years setting?

The provision is good

Staff greet children warmly as they arrive. Children enjoy their time at the nursery. They are confident, happy and have fun. They arrive excitedly, leave their parents with ease and are eager to investigate the activities provided. Children are cared for by staff that know them well. There is a challenging and ambitious curriculum that successfully excites children and supports them to make the best possible progress in their learning and development. For example, staff develop children's imagination and keen interest in dinosaurs. They add leaves, sticks and play dough to extend their enjoyment. This helps children to explore resources and lead their own play.

Staff support children to behave well. Children show that they acquire positive social skills and good attitudes to learning. Staff act as good role models for sharing and taking turns with others. Staff help children to learn early recognition of emotions and how to self-regulate their behaviour. This supports children to express their thoughts and become aware of other people's feelings. Staff manage children's personal care respectfully and share ideas with the parents. For instance, staff provide workshops for parents to support them at home, such as on potty training. They provide effective opportunities for children to develop and practise important skills in readiness for school.

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

- The manager and the staff provide a broad and varied curriculum, which aims to give all children a good start in their learning. For example, the attractive reading space with soft cushions and a tent enclosure support children to enjoy a cosy space, where they can cuddle up with staff to read their favourite stories. Children show a love of books. When reading familiar stories, such as 'The Gingerbread Man', staff make story times fully interactive, inviting children to finish off familiar phrases. Staff's enthusiasm and use of intonation really capture their attention and help the development of early literacy skills.
- Staff promote children's good behaviour. Older children play well together, making different models out of coloured pegs and sharing these with their friends. Children develop confidence and are proud of their achievements. A well-established key-person relationship means all children feel happy and secure.
- Overall, staff support children's communication and language skills well. They model language, introduce new phrases and sing songs to them to help them extend their vocabulary. Staff build on children's discussions and interests to broaden their understanding and interest in the wider world. For example, children develop an understanding of farm animals and food through a farm topic, and they learn about the natural world. They use tweezers to pick up red

spaghetti 'worms' hidden in crushed cereal and then dig for real worms in the garden. However, some staff do not take into account children's prior knowledge to enhance spontaneous opportunities, to talk in detail and extend children's growing interest and vocabulary. This reduces the purposefulness of the learning opportunity.

- Staff promote children's developing mathematical knowledge well. They have prioritised this successfully. Younger children enjoy joining in with singing number rhymes and songs. Children recognise numbers on house doors on walks and handle real money when buying food from local shops.
- Children are encouraged to be independent. They learn self-care skills, such as dressing themselves by putting on their own coat. Nursery routines help to support transitions between activities. For instance, staff use the 'tidy-up song' to signal to children that there is a change in the routine.
- Children benefit from exciting activities that help them to develop good physical skills. They use their small-muscle skills and hand-eye coordination. They use scoops and spoons to measure and pour out ingredients to make play dough. Furthermore, children have ample opportunities to practise and build on their large-muscle skills and balancing skills in the well-resourced garden.
- Parents speak highly of the staff and comment on how caring and nurturing the team is. Staff provide regular updates for parents about their child's ongoing progress. In addition, they share ideas with parents to enable them to build on their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen teaching further by ensuring that spontaneous learning activities take account of children's prior learning experiences and help promote more purposeful discussions.

Setting details

Unique reference number	EY501468
Local authority	Haringey
Inspection number	10335044
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	2 to 4
Total number of places	28
Number of children on roll	31
Name of registered person	Kate Robinson and Claire Marriott Partnership
Registered person unique reference number	RP908358
Telephone number	02083489909
Date of previous inspection	1 June 2018

Information about this early years setting

Starshine registered in 2016. It is situated in Crouch End, in the London Borough of Haringey. The nursery opens Monday to Friday, from 8am to 6pm, for 50 weeks of the year. The provider employs 14 members of staff, nine of whom hold appropriate early years qualifications from level 2 to level 6. The provider receives funding for the provision of free early education for children aged three and four years old.

Information about this inspection

Inspector

Anahita Aderianwalla

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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke with parents during the inspection and took account of their views.

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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