

Stars Nursery

Hillel School, 154 Chase Road, London, N14 4LG

Inspection date

Previous inspection date

09/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- High regard is given to supporting children's mathematical skills. Staff are skilful in encouraging children to suggest ways to solve problems they encounter.
- Babies and children are nurtured well and thrive in welcoming surroundings. They develop strong attachments with attentive and caring staff who sensitively develop children's emotional well-being.
- Children behave well, due to the good support they receive from staff. This enables children to learn to play and share together and creates an extremely positive atmosphere throughout the nursery.
- The management team share a strong commitment to the continuous development of the nursery's practice. They have high expectations of staff and children, which helps to drive improvement.

It is not yet outstanding because

- Children do not have access to a good range of resources that reflect positive images of diversity to help them to recognise and respect differences.
- Staff do not consistently provide children with good opportunities to investigate technology resources, to support their understanding of information and communication technology, in preparation for the next stage of their learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children's activities and staff's interaction with the children.
- The inspector held meetings with the manager and staff and conducted a joint observation with the manager.
- The inspector examined a sample of children's assessment records and planning documentation.
- The inspector examined a sample of the nursery's policies and procedures and staff's records.
- The inspector spoke to some parents and took account of their views during the inspection.

Inspector

Yasmine Hurley

Full report

Information about the setting

Stars Nursery was founded in 2010 and re-registered again in 2014. The nursery operates from self-contained accommodation in Wolfson Hillel Primary School, which is located in Southgate in the London Borough of Enfield. The nursery has sole access to eight rooms, including an office, during the hours of operation. An enclosed outdoor play area is available for outside play. The nursery is open Monday to Thursday, from 7.45am until 6pm and on Fridays between August and April from 7.45am to 12.45pm. The other months it is open on a Friday between 7.45am and 3.15pm. The nursery serves the local and wider community and is open for 50 weeks of the year. The nursery closes on all Jewish holidays and general bank holidays. It offers wrap around care for children attending the Wolfson Hillel School, offering a breakfast, lunch and afterschool club. Children may attend on a full or part-time basis. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early years education for two-, three- and four-year-olds. There are currently 89 children in the early years age range on roll. The nursery currently supports a number of children who speak English as an additional language. There are 14 members of staff, including the managers, working with the children, of whom seven hold a relevant qualification at level 3. There are four members of staff who hold a level 2 qualification and one staff member who is unqualified.

What the setting needs to do to improve further

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

- extend the range of resources promoting positive images of people to enhance children's understanding and respect for differences in the world around them
- encourage children to explore with technology resources more frequently to develop their understanding of information and communication technology.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are well cared for in a welcoming, busy and children-centred nursery. Staff are very enthusiastic and demonstrate a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They plan stimulating and exciting activities in all areas of learning and have developed effective planning methods, which take full account of each child's individual learning needs and interests. As a result, children are keen to learn. Key persons observe and assess children and clearly identify children's achievements and their next steps of learning. In addition, key persons

complete the required progress check for two-year-old children and share the report with parents. This encourages parents to contribute towards their children's ongoing assessments by discussing the progress their children have made at home with their child's key person. Furthermore, this demonstrates a good approach to valuing information from parents and helps key persons to plan for children's individual learning.

Staff support children learning English as an additional language well. They ask parents for key words in children's home languages to help them communicate effectively with the children. In addition, parents receive good information about the nursery and how both the English and Hebrew languages are promoted at the nursery. Consequently, all children, especially those learning English as an additional language, make good progress from their starting points. Staff teach children to develop their communication and language skills through a variety of strategies. For example, they hold meaningful discussions with children, both in English and Hebrew, during care routines, games, activities, and general talk. They sing action and rhyme songs and toddlers join in by repeating words, making sounds and following the actions. Staff working with babies are very attentive and teach them how to positively communicate their needs. They do this by talking to babies about what they are doing and praising them when they create sounds as a response. Consequently, babies enjoy the interaction with staff and delight in communicating sounds and gestures.

Children have many opportunities to develop their mathematical skills as there are a vast number of quality resources, which support this. For example, staff teach children very well to use mathematical thinking throughout their play. For example, they learn to count using the colourful spools that they thread through the cords and use mathematical language such as more or less to help children to add and subtract. Children learn to recognise shapes, numbers and colours as staff seize on both planned and unplanned opportunities to extend their learning. As a result, these activities help children to build skills for their future lives.

Children enjoy drawing and painting. They use paints, scissors, glue and colourful paper to make interesting artwork. They particularly enjoy messy play activities such as using foam and paints to explore and encourage their curiosity. Staff encourage children by joining in and offering lots of praise. These activities support children's creative skills and their expressions through art and design. Children enjoy using musical instruments and treasure bags. Staff promote their learning further by encouraging them to guess what objects are hidden in a tray during a touch and feel session. This helps children to think creatively and solve problems. Babies and younger children are excited when they explore with toys in the sensory room. They closely watch the sensory lights and the artificial fish swimming in the lava lamp. There are good resources for children to explore communication technology, such as children's laptops. However, staff do not encourage children to explore and develop their skills using them every day to develop their understanding of the technological world around them.

Children enjoy physical activities both indoors and outdoors, benefiting from the fresh air and exercise. Children use a variety of equipment to practise and extend their physical skills, enabling them to be active, climb and balance. They develop an awareness of space and learn to move their bodies imaginatively as they enjoy music and movement sessions.

Staff use outside agencies for music and dance sessions in both Hebrew and English. Children are excited, sing the songs in both languages and use their imaginary skills to dance to the music. Children thoroughly enjoy learning about the environment and the world around, through well thought out and meaningful activities. Children explore and investigate in a well-resourced garden. They observe mini beasts and staff extend their learning further by planning themed activities around living creatures. This supports to make sense of the world around them. Children participate in Jewish festivals and learn about other countries and languages. However, there are fewer resources available to help children to learn about other cultures, religions and diversity and to understand differences through their everyday play.

The contribution of the early years provision to the well-being of children

Children demonstrate a strong feeling of security and sense of belonging in the nursery. The key-person approach encourages children to form effective relationships and attachments with other children and staff. In addition, staff support children well when they are moving on to the next age group room. Consequently, this helps promote children's well-being and helps each child settle in smoothly. Children's behaviour is very good. Staff support children well as they learn to take turns and share equipment. Staff take time to explain the reasons for sharing and being kind to one another. For example, staff teach children the importance of caring for others who are less fortunate by reading them stories and showing them how the Shofar, a Jewish horn is used that marks the beginning of the Jewish New Year: Yom Kippur. They ask children to reflect on the importance of being kind, caring and giving as Yom Kippur approaches. As a result, these activities help children to begin to understand the needs of others.

Staff are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and teach children how to keep themselves safe. Children practise regular fire evacuation procedures to ensure they know what to do in the event of an emergency. These activities enable children to learn about keeping themselves and others safe. Staff use effective teaching strategies to help children to become independent and follow consistently good hygiene practices to promote children's well-being and safety. They support children when needed, but also have high expectations, which help children to become independent and self-confident. For example, children are encouraged to put their own shoes and coats on, as well as select their own activities and toys. As a result, children develop good self-help skills for the future.

Children learn the importance of adopting a healthy lifestyle. Mealtimes are happy and sociable occasions. Children benefit from varied, healthy cooked meals and snacks that meet their nutritional needs and help them to gain an understanding of foods that are good for them. Staff hold interesting conversations about healthy eating with the children during snacks and mealtimes. Children have constant access to drinking water to keep them refreshed. They play outside every day as part of a healthy lifestyle and benefit from the fresh air and exercise.

The effectiveness of the leadership and management of the early years provision

Leadership and management are good. Management implements robust recruitment and vetting procedures to appoint staff who are suitable to work with children. Staff know and understand their responsibilities for safeguarding children and are aware of the procedures to follow if they are concerned about a child. Management provide ongoing training to ensure the team keep their understanding of safeguarding updated. This helps them to promote children's welfare effectively. Staff carry out robust daily risk assessments and there are very good security measures in place to keep children protected from harm. As a result, children play and explore safely. Management implement comprehensive policies and procedures to ensure the smooth day-to-day running of the nursery. All policies are shared with parents, and management encourages the views of parents on nursery procedures.

The management team monitors the levels of planning and have a good idea of each child's progress and how staff plan for their learning. The staff team are well qualified and work together very efficiently. Management carry out regular supervision meetings with their staff. They support their staff further to extend their skills by attending further training courses to enhance their professional development. Consequently, this also has had a positive impact on children's progress. Management have a good rapport with the local early years team. They work with them well and use any feedback from them to improve their practice. As a result, self-evaluation is used effectively to review practice and target areas for improvements in the nursery.

Staff have good relationships with parents. They ensure that parents know about their children's daily routines, activities and how they are progressing. Discussions with parents demonstrate that they are very happy with the care and learning opportunities offered to their children. They comment that staff are very friendly, supportive of their children and they are also pleased with the progress their children are making. Staff are aware of the need to work in partnership with any other agencies or other early years settings other than those on site, if the need arises.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY474672
Local authority	Enfield
Inspection number	955257
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	89
Name of provider	Stars Nursery Southgate Limited
Date of previous inspection	not applicable
Telephone number	02088869522

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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