

Shiny Star Nursery

109 North Circular Road, London, N13 5EL

Inspection date

Previous inspection date

03/07/2014

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

- Staff support children's communication and language very well. Staff effectively engage children's interests and support their individual needs.
- Children make good progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities staff provide.
- Staff ensure that children develop a good understanding of the importance of leading healthy lifestyles by adopting rigorous hygiene routines and by providing children with nutritious and healthy meals and snacks.
- Staff form trusting relationship with parents. Parents spoken to say they are happy with the service provided and feel well informed about their children's progress.

It is not yet outstanding because

- On some occasions, staff do not use mathematical language during activities to further promote children's mathematical skills.
- Staff provide fewer opportunities for children to handle large equipment to create structures. Therefore, they miss opportunities to further develop children's physical skills.

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 children.
- The inspector held meetings with the provider and manager 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

Shiny Star Nursery registered in 2014. It operates from a residential property in Palmers Green, in the London Borough of Enfield. Children have access to two large playrooms. An enclosed outdoor play area is available for outside play. The nursery is open from Monday to Friday from 7.30am to 6.30pm, 50 weeks of the year. There are currently 10 children in the early years age range on roll. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery supports children who speak English as an additional language. The nursery employs five members of staff most of whom hold relevant childcare qualifications including the manager who holds a BA Hons degree in Early Childhood Studies.

What the setting needs to do to improve further

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

- enhance the opportunities to give children a reason to count and use mathematical language in a variety of situations
- provide children with access to large portable equipment, which they can move safely and cooperatively, to create their own structures to further develop their physical skills.

Inspection judgements

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

Staff care for children very well in this welcoming, inclusive and children-centred nursery. Children thoroughly enjoy themselves and are very busy exploring the exciting and stimulating resources and activities provided by staff. Staff promote learning well and as a result, children make good progress in all areas of their learning and development in relation to their starting points. Key persons observe and assess children and clearly identify children's achievements and their next steps of learning. Parents are encouraged to contribute towards their children's ongoing assessments. Parents use a daily two-way diary and discuss with their child's key person the progress their children have made at home. 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, the manager creates story books in children's home languages. Consequently, all children, especially those learning English as an additional language, make good progress from their starting points.

Staff use good teaching techniques to support and challenge children's growing communication skills. They interact well with the children during their play, asking them relevant questions to make them think. Children's vocabulary is wide and staff support this further as they introduce new words throughout their daily activities and routines. For example, children show a love of books as they pick up a favourite and take it to staff, saying the name of the story. Children and staff cuddle up in cosy book areas as they share books and attentively listen to stories staff read to them. Staff teach children sounds and rhymes through singing songs and circle time. Staff extend older children's literacy skills further by helping them to write their name, as well as basic words. As a result, children are gaining the skills and attitudes they need to be ready for school or their next stage of learning. Babies and toddlers benefit from very attentive staff. Babies smile and laugh in response to staff's constant chat, which supports their early social skills. They also enjoy listening to songs and rhymes with repetitive phrases to reinforce their language.

Staff provide children with a wide range of exciting sensory play activities to support all areas of development. For example, children discover shape, size and weight as they explore in the sand, water and when making homemade play dough. They show great interest and concentration when taking part in messy play activities. For example, they feel different textures and natural materials, such as sand and flour and explore with the mixtures as they squeeze and watch it trickle through their fingers. Staff teach and extend children's learning further by using mathematical vocabulary, such as 'lighter' or 'heavy' and encourage the children to feel the weight of the bucket full of sand and compare weights by emptying half the bucket in the sand pit. However, on some occasions, staff provide fewer opportunities for children to count and use mathematical language in daily activities. For example, staff do not always encourage children to count the scoops of flour when making play dough or count the scoops of sand they place in buckets. Children make interesting models out of recycled material and take pride showing their artwork to visitors.

Children enjoy playing in the outdoor area and use a range of play resources to develop their physical skills, including push along toys and tricycles. However, staff do not provide large portable apparatus that children can move around safely with their friends. This means they are unable to create their own structures and develop their physical skills further. Babies' physical skills are promoted well by staff. For example, babies learn to walk as staff support them to hold onto furniture and walk with them by holding their hands. Babies enjoy discovering how to pull themselves up, crawl and move towards different toys such as shapes, rattles and soft toys in baskets. Children enjoy exploring outside. They use magnifying glasses to explore and look at living creatures. For example, children carefully study ants and spiders they have placed in their sand buckets and show excitement by observing the bugs move around. Babies enthuse playing with push button musical toys and regularly smile and laugh when toys make noises. Children develop a good awareness and understanding of the world around them through discussions and activities about other cultures and beliefs. They use a good range of multicultural resources including books, cultural costumes and small world people, and celebrate festivals from around the world. This helps children to learn about the similarities and differences between themselves and others.

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

Staff give children tender care which makes babies and older children feel safe and secure. Children show happiness and contentment as they bond well with their key person, as well as other staff members. Staff implement effective strategies to help settle new children in. For example, they encourage parents to participate in settling-in visits and gather detailed information about the children's interests at home. In addition, babies receive good support in their move between rooms so they continue to feel secure and content. Parents of younger children are also able to communicate about changes in children's needs at the start of the session. Staff provide daily diaries to the parents with babies, listing their children's routines and care. This enables both staff and parents to have a good understanding of children's individual needs or routines and continually meet them. As a result, all children, including the youngest babies, have established secure emotional attachments with staff.

Staff use effective teaching strategies to help children to become independent and follow consistently good hygiene practices to promote children's well-being. For example, children confidently make choices about their play, put items back when finished and clean up after themselves during mealtimes. In addition, children wash their own hands independently. As a result, children develop very good self-help skills for the future. Staff manage children's behaviour very well. They are positive role models and speak to the children and each other calmly and with respect. They explain their expectations and offer meaningful praise and lots of encouragement. Furthermore, staff support children well as they learn to take turns and share equipment. As a result, children behave very well and show a good awareness of responsibility within the nursery. This helps promote children's well-being and prepares them for their future move to school. Children learn about the importance of keeping themselves safe through daily discussions and routines. They practise regular fire drills that allow them to learn what to do in an event of emergency.

Children are very well nourished and their health is fostered well. They enjoy the variety of fresh fruit at snack time along with a selection of nutritional meals served for lunch. Staff sit with children as they eat, helping make mealtimes an enjoyable social experience. Children have regular drinks of water throughout the day, keeping them refreshed. All staff are aware and extremely vigilant of children's individual dietary requirements. They follow procedures to ensure children only eat the food specified by their parents. Children enjoy good physical activities both indoors and outdoors, benefiting from the fresh air and exercise.

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

Leadership and management are good because the nursery is well organised. Management has a good overview of each child's progress and how staff plan for their learning. They have a good understanding of their responsibility in meeting the safeguarding and welfare requirements. The provider implements robust recruitment and vetting procedures to appoint staff who are suitable to work with children. Staff have a good knowledge of safeguarding procedures; they are aware of the potential signs that may trigger concerns about a child's welfare and the procedure to follow in the event of any concerns. Staff carry out thorough risk assessments to minimise hazards and ensure equipment and play areas are safe from dangers. This helps staff to promote children's welfare effectively. Management implements comprehensive policies and procedures to ensure the smooth day-to-day running of the nursery. All policies are shared with parents.

Management and staff are continually looking for ways to improve the quality of the nursery. Although the new manager has recently been appointed, she has already prepared action plans to further enhance the quality of the nursery. Management supervises staff regularly and this helps them to spot any issues related to performance. They have good systems in place to provide targeted support to staff to improve performance. The provider ensures that regular supervision meetings take place and this helps to maintain the good standards and practice across the nursery. As a result, effective self-evaluation procedures are in place, which include the views of staff, parents, children and other interested partners, such as advisory early years development workers.

Staff have good relationships with parents and keep them informed about their children's routines, care and learning. Parents spoken to during the inspection, explain that they are kept fully informed of their children's progress through discussions with key persons and sharing of daily journals. Parents comment how staff are very kind and caring, and their children are very happy and settled at the nursery. Staff work extremely well with local schools, to promote continuity in children's care and learning. In addition, staff have good partnerships with other professionals and agencies. They 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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY473737
Local authority	Enfield
Inspection number	952841
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	10
Name of provider	Shiny Star Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07714675844

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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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