

Inspection of Bright Stars Pre-School

Scout & Guide Hut, Cannon Road, LONDON N14 7HE

Inspection date: 3 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 an extremely welcoming and stimulating environment. Children benefit from a wealth of interesting and exciting activities that help to develop them in all areas of learning. Children show they are happy and settled. They display high levels of self-confidence, which helps build good levels of emotional well-being. Staff develop children's understanding of equality and diversity effectively. Children learn about their own and other peoples' cultures through language, stories and arts and crafts. Children develop their fine physical skills as they enjoy using scissors to cut spaghetti and draw lines and shapes with lolly sticks in rice.

The manager and staff have high expectations for all children. They provide good support to help children learn how to manage their behaviour. For instance, they consistently praise children and remind them to be kind and caring and how to share and take turns fairly. This helps children to play and work together and to respect each other's feelings.

Staff encourage young children's communication and language skills well. For example, during whole-group sessions, they continually talk to children and carefully listen to children's responses as they make their interests known. However, not all children, particularly younger, quieter children, are fully involved or engaged in these sessions. This is because, at times, the discussions are too difficult for some children to understand and follow. Despite this, children enjoy looking at books, listening to staff read stories and singing rhymes and songs throughout the day.

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

- Staff use accurate observations and feedback from parents to identify children's next steps in learning. They plan a very good range of activities, toys and resources which are arranged attractively and safely. This allows children to explore freely and make spontaneous choices. For instance, children become engrossed as they build an enclosure with construction bricks and negotiate the height of the construction. However, at times, children lose interest quickly and move from one activity to the next and miss learning opportunities. This is because staff do not always ensure that children are fully engaged in their chosen play.
- Staff teach children good hygiene routines, such as washing their hands before meals, and oral hygiene through activities. Staff also support children's good health. Parents provide their children with packed lunches, and staff ensure that these are healthy. The manager and staff share information through daily discussions and regular newsletters about good eating habits with parents.

- Staff help children learn how to be safe. For example, when playing, staff remind children to walk using 'soft feet' and to pick up toys off the floor to prevent falls. Staff encourage children to be independent as they put on their shoes and coats ready for outdoor play. Children have good opportunities to develop their physical skills in the pre-school garden. For instance, they delight in riding wheeled toys and walk with confidence using stomper stilts.
- Leaders and managers support staff well. They monitor staff practice regularly to ensure that the quality of teaching is good and children continue to make progress. An example of this is the completion of regular supervision meetings. Staff state they are well supported by leaders and managers and access good learning opportunities. This has a positive impact, for example on children's emotional well-being and self-regulation. Staff make links successfully with other settings that children attend. For example, they provide detailed reports when children move on to school to support continuity in their learning and development.
- All children gain the skills they need to help them with the next stage in their learning and their eventual move on to school. For example, they hear and use counting, shape and size in everyday play situations. They use words such as 'small', 'medium', and 'big' as they order small objects.
- The manager gathers the views of staff, parents and children to reflect on the quality of their work and plan future developments. Staff have effective partnerships with parents, which positively contributes to the overall well-being and learning for children. Parents comment about the good quality of care and the progress their children have made during their time at the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Senior leaders have rigorous procedures to check staff are suitable to work with children. They ensure all staff are well trained in child protection and their knowledge is kept up to date. Staff are confident and show a good understanding and knowledge of a wide range of safeguarding issues, including reporting any concerns they may have about other staff members. Staff are vigilant, and adult-to-child ratios are well maintained. They are confident in their knowledge of the procedures to follow should they have any concerns about children in their care. Staff conduct regular risk assessments to ensure the environment is secure and free from unnecessary hazards.

What does the setting need to do to improve?

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

- explore ways to include younger and quieter children more fully in group activities to support their learning even further

- develop strategies to help children focus on their self-chosen activities and concentrate for longer periods of time.

Setting details

Unique reference number	EY381558
Local authority	Enfield
Inspection number	10259475
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	17
Name of registered person	Bright Stars Nursery Limited
Registered person unique reference number	RP525469
Telephone number	0208 886 9400
Date of previous inspection	31 January 2018

Information about this early years setting

Bright Stars Pre-School registered in 2008 and operates from a Scout and Guide hut. The setting is open from Monday to Friday, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are four staff who work with the children. The manager and two staff hold a level 3 early years qualification, and one member of staff has a level 2 qualification.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises, both indoors and outdoors.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children, and carried out a joint observation of a group activity with the manager.
- The inspector held meetings with the manager and senior leaders. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several 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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