

Inspection of Bright Stars - Seaton Lodge

79 Southbury Road, Enfield EN1 1PJ

Inspection date: 11 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happily and separate from their parents with ease. Staff ensure that children feel safe and secure. They develop positive relationships with children. Children become independent learners. For example, in the baby room, children learn to feed themselves from an early age. They continue to develop these skills as they move on to each stage in the nursery. By the time children are ready to start school, they have the skills they need. For instance, older children enjoy carrying out small tasks at snack time. Children make choices in their play and learning. The helps to develop children's confidence.

Staff have high expectations for all children. Children are curious and motivated to learn. They thoroughly engage in a variety of good learning opportunities. Children's behaviour is supported well across the setting. Staff consistently praise children for their efforts, achievements and positive behaviours. Children develop high levels of self-esteem, as well as good attitudes to their learning. Younger children have strong bonds with their key person. Older children seek staff out to show their accomplishments and share their ideas. All children confidently approach staff for comfort and reassurance, and settle quickly in their attentive care.

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

- Since the last inspection, the new management team has addressed the actions raised to improve the quality of the childcare and learning. Staff understand the intent of the curriculum. They have good knowledge of what children know and can do. They use this to build on children's next steps in learning. However, staff do not consistently consider how children who prefer to play outdoors learn best. Therefore, older children do not have the best learning experiences when in the garden.
- The manager and staff team have ambitious expectations for all children. Staff support children with special educational needs and/or disabilities well. They work alongside other agencies involved in children's care and learning. Staff use information they obtain from parents in the beginning to plan for what children need to learn next. As a result, children make progress from their starting points in learning.
- Staff act as good role models to the children. They listen when children talk and value what they say. Older children confidently hold conversations and describe past events. For example, older children excitedly look for insects in the garden. They share their knowledge about what plants need to grow with the inspector and each other. Children become confident talkers.
- Children's speech and language are a priority for staff. They model language well through good interactions with the children. Staff extend children's

language as they introduce new words during sensory activities with younger children and when making play dough. For example, staff offer descriptive language as they encourage children to compare how the salt and flour feels.

- Staff support children to develop healthy lifestyles. All children enjoy regular access to their individual gardens, where they practise their physical skills. For instance, younger children enjoy making marks at large painting activities and riding bicycles.
- Children's early mathematical language is emerging through their play. Children count and talk about different sizes as they cut out clothes and boots for dinosaurs. Older children use language such as 'faster' and 'slower', as they race bicycles in the garden.
- Partnerships with parents are effective. Parents comment that there is a great improvement in the nursery since the introduction of a new management team. They are happy with the information which they receive from staff about their child's care routines, and the informative newsletters. However, staff do not share children's next steps in learning with parents to support children's development at home.
- Staff are professionally qualified. They speak enthusiastically about their roles and say that they feel valued and supported by managers. Staff receive information during their induction about the expectations of their role. They are well supervised and meet regularly with the manager to discuss their professional development. Staff receive guidance and training to help them improve their skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their roles and responsibilities to safeguard children. They are aware of the signs and symptoms that would indicate a child is more vulnerable or at risk of abuse. Staff are knowledgeable about the local authority procedures to follow should they have a worry about a child in their care or concerns about professional conduct. The premises are secure. Staff use effective risk assessments of the premises to consider children's safety at the setting and the steps that need to be taken to minimise any hazards to children. There are robust recruitment systems in place to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to enhance the curriculum in the outdoor area to provide those children who prefer to learn outside with rich learning experiences
- strengthen communication with parents so that they know and understand their children's next steps in learning to support children's development at home.

Setting details

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| Unique reference number | EY487176 |
| Local authority | Enfield |
| Inspection number | 10214469 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 38 |
| Number of children on roll | 35 |
| Name of registered person | Bright Stars Nursery Limited |
| Registered person unique reference number | RP525469 |
| Telephone number | 0208 342 2138 |
| Date of previous inspection | 19 October 2021 |

Information about this early years setting

Bright Stars - Seaton Lodge registered in 2015. It is located in Enfield, in the London Borough of Enfield. The nursery is open all year round, from 7.30am to 6pm, Monday to Friday. It employs 12 staff. The manager and area manager hold qualifications at level 6. The nursery provides early funded education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

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 manager and the inspector completed a joint observation of practice with younger and older children.
- The inspector completed a learning walk with the manager. All areas of the nursery used by the children were viewed. The manager explained how the curriculum was designed to meet the needs of the children attending.
- The inspector spoke to parents to gather their views of the nursery.
- The inspector observed how staff interacted with children.
- A range of documentation that supports the safe and effective management of the nursery was viewed, including suitability of staff working at 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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