

# Morning Star Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY419276
<b>Inspection date</b>	05/05/2011
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<b>Setting address</b>	33 Forster Road, LONDON, N17 6QD
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Morning Stars Nursery registered in 2010. It operates from a church hall in Tottenham in the London Borough of Haringey. Access to the building is at ground level. Children have the use of three play rooms and an outdoor play area. The nursery receives funding for the provision of free early years education. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is open from 8.00am until 6.00pm, every weekday, all year round.

The nursery is registered to care for a maximum of 45 children at any one time and, of these, no more than 12 may be under two years. Currently there are 18 children on roll, all of whom are in the early years age group. There are five staff employed to work with the children. All staff hold relevant early years qualifications. The nursery supports children who have special educational needs and/or difficulties and those who speak English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery offers a welcoming and inclusive provision for children where they enjoy a variety of interesting play activities. Staff work effectively as a team to ensure that children's individual needs are catered for appropriately. There is a good working partnership with parents and this contributes to children's learning and welfare being promoted well. The owner/manager is committed to the ongoing development of the provision in order to offer high quality care for all children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop the use of self-evaluation to encourage a culture of reflective practice amongst all staff
- develop the system of observational assessment in order to plan more effectively around children's learning needs
- look at different ways of extending children in their learning during free play.

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

The nursery's documentation is very well organised and provides a sound framework for staff's practice. There are effective procedures in place to promote the safeguarding of all children in the setting. Staff carry out regular risk assessments, and safety checks, showing what actions have been taken to

minimise potential risks. All records relating to children's health and safety are well maintained. Various safety and security measures have been installed around the premises so that children keep safe while in the setting. Staff have a good understanding of child protection procedures and know what to do if they have any concerns relating to child protection.

The manager has worked hard since registration to set up an attractive and enabling environment for children of all ages. The play rooms are set out to offer children a variety of learning experiences with resources easily accessible at low level. Staff support children well, joining them in play according to their needs and interacting to enhance their enjoyment. The nursery is proactive in its approach to inclusion and staff are particularly caring towards children. They give individual children one-to-one attention if necessary so that all children feel valued and well cared for throughout the day. At circle times staff offer age-appropriate activities to different groups of children so that all are enabled to enjoy the experience.

Parents receive useful information in a welcome pack about the care and education on offer to children. The nursery's contractual agreements are clearly set out as a basis for partnership working between staff and parents. The policies and procedures are regularly reviewed and updated so that parents have an up-to-date copy available. Daily diaries are used effectively as link books, encouraging a weekly exchange of information between staff and parents so that children continue to receive appropriate care and learning experiences. The manager has established a link with the nearby children's centre and is fully aware of the need to work in partnership with other professionals and providers to maintain continuity of care for children.

The manager monitors staff's practice through her day-to-day involvement in the setting. Staff receive an induction into the nursery and are appraised regularly so as to promote their individual professional development and encourage teamwork. Since registration the manager has focused on ensuring that the required documentation is in place and that children benefit from the provision of attractive indoor and outdoor play areas. At present she is working with staff to develop and establish an effective system of observational assessment. She is keen to involve staff in a process of self-evaluation to encourage reflection on all aspects of their practice and to highlight areas for further improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy the support of staff as they explore the resources and activities on offer. They often become absorbed in their exploration, for example, when modelling and mark-making. They especially like to join in imaginative play using small world toys or role play equipment. Staff intervene carefully to show children how to use equipment and tools correctly. They maintain a calm atmosphere and act as good role models, encouraging children to be independent. Children are well supervised and learn to behave responsibly. Staff remind children of the needs of others, for example, to be careful splashing water when having fun in the water

tray. Children respond positively to staff's instructions and happily cooperate when asked to help tidy up.

Staff make observations of children's learning in order to assess their progress towards the early learning goals. They are beginning to use their observations to inform their weekly planning and thereby focus on individual children's learning needs. For example, children are observed enjoying books, puzzles and bikes or using numbers to count objects. Staff rotate the resources and activities during the day to maintain children's interest and offer a range of alternative play situations. They plan to move children on in their learning through organising activities that are relevant to children's interests and needs, although their system of observational assessment is not yet fully effective in enabling a focused approach. Consequently staff do not always make the most of opportunities to extend children in their learning during free play sessions.

Children enjoy listening to stories and joining in rhymes and songs during interactive circle times. They gain self-confidence as they are encouraged to participate in songs and to respond to questions about the story. They benefit from the social aspect of meal times when staff sit with them in small groups. Children are offered healthy snacks and meals which promote an awareness of healthy lifestyles. Staff encourage children to eat well and to have regular drinks. Children rest routinely during the day so that they do not become overtired. They especially enjoy opportunities to play outside in the well-resourced outdoor play area. Children feel safe in the setting and quickly develop a sense of belonging. They enjoy the relaxed atmosphere and the close attention of staff with whom they develop close relationships.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met