

Morning Star Nursery

33 Forster Road, LONDON, N17 6QD

Inspection date	01/05/2014
Previous inspection date	05/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 have a good understanding of children's individual needs. The effective key person system helps children to feel comfortable and secure, successfully promoting their emotional well-being.
- The good quality of teaching and planning for children's individual learning needs means that children are motivated and eager to learn. They show good levels of curiosity and imagination and are confident and self-assured.
- Children are well protected as the staff fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Partnerships with parents are strong. This means that children receive the support they need and this contributes to making sure their individual needs are met well.

It is not yet outstanding because

- There is scope to further enhance the range of resources that reflect positive images of people from a variety of backgrounds, cultures, abilities and gender, to help children to recognise and respect differences.

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 activities in the playrooms and garden.
- The inspector spoke with the management team, staff and children.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector carried out a joint observation with the deputy manager.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Morning Star Nursery registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. It is situated in a church hall in Tottenham within the London of Haringey. The nursery operates from three playrooms and an outdoor play area.

The nursery opens Monday to Friday from 8am until 6pm all year round. There are currently 32 children attending in the early years age group. The nursery employs 13 members of child care staff, the manager holds a level 6 qualification, the deputy holds Qualified Teacher Status, six staff hold a level 3 qualification, two staff hold a level 2 and there are three apprentices. Some staff are working towards higher qualifications.

The nursery provides funded early education for children aged two, three and four years. The nursery supports children who are learning to speak English as an additional language and children with special educational needs and/or disabilities.

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.

Inspection judgements

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

Staff have a secure knowledge of how children learn through play and the quality of teaching is good. They have high expectations for the children in their care and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play-based activities that provide effective challenge and stimulation. Staff follow children's lead to extend their learning. For example, when children find snails in the outdoor area, staff ask how many they can find and if they are bigger or smaller. This promotes learning of mathematical concepts. They encourage children to examine the snails and ask why they think the snails come out when it is raining, helping them to learn more about the world.

Staff closely monitor children's progress through the use of effective observations and assessments. They use this information to accurately identify the next steps in children's learning. This knowledge, together with staff's understanding of children's interests, likes and dislikes, ensures accurate planning for individual children's progress. Key person discussions with parents mean that children's particular interests are incorporated into

planning which ensures children are motivated to learn. As a result of careful observations and planning any gaps in children's learning are quickly identified and supported. Parents provide information on children's development at home that supports staff to assess their starting points. Staff provide regular information to parents about their children's development and they share the progress check for two-year-olds to support planning for continued learning.

Children's communication and language development is well promoted as staff model good spoken English. They learn words and phrases in children's home languages to support communication. As a result all children, including those learning English as an additional language, make good progress. Children are supported to become ready for school as they sit still in a circle and join in discussions. They talk about colours and letters and sing number rhymes and songs. Children's physical development is promoted as they exercise their bodies indoors and outdoors. Babies are supported to take their first steps and they make marks in paint as they explore with their fingers. Children learn self-control and coordination as they race around the garden in their cars, jump into puddles and balance on beams.

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

The well-embedded key person system ensures that children feel secure and build strong relationships. Children are confident and happy in the nursery. They make friends easily and behave very well. Staff are good role models as they lead by example modelling politeness and kindness. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Staff provide a welcoming, safe and stimulating environment where children are free to explore and use their imagination. Children participate in festivals and learn about other countries and languages. However, there is scope to enhance the provision of resources and positive images that promote various aspects of diversity, so that children's understanding of differences is strengthened through their everyday play. Play resources are of good quality and easily accessible to all children. Children lead their own play and freely choose from the interesting age-appropriate activities set out.

Healthy eating is promoted by the provision of fruit at snack time and a hot nutritious meal for lunch. Food storage is appropriately managed and the kitchen is clean and hygienic. Children are supported to learn good table manners, providing them with skills for the future. Information is gathered from parents about children's individual medical or dietary needs and careful steps are taken to ensure children do not come into contact with foods they are not permitted. Children manage their own personal care needs according to their age and stage of development. They learn the importance of washing their hands after messy play, after using the toilet and before eating. Children have plenty of opportunity to exercise in the fresh air as they play and learn in the garden wearing appropriate clothes for the weather. Staff ensure that children who need to rest or sleep can do so in a peaceful environment. Staff supervise all sleeping children closely to ensure they are safeguarded.

Children's safety is of paramount importance to the management and staff. All visitors are required to sign in and out and their attendance is monitored. External doors are kept locked and only opened by staff. Closed circuit television monitors the rooms and corridors of the nursery to ensure children remain safe. Children are well supervised as staff interact with them at all times. Children learn to keep themselves safe, for example, they are shown how to hold scissors correctly. Staff remind them to look out for their friends as they race around the garden in cars and on tricycles. Staff carry out regular fire drill practises to ensure that all children and adults know what to do should an emergency occur.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are appropriately qualified and are skilled in promoting good outcomes for children. All the necessary documentation for the safe and efficient management of the nursery is in place. Staff carry out robust risk assessments of the premises and equipment to minimise hazards and make sure the children's environment is safe and secure. As a result, children can play and learn in safety. There is a clear safeguarding policy, including a policy on the use of mobile telephones and cameras, to ensure staff protect children. There is a clear whistle blowing policy to ensure staff feel confident to address any concerns should they arise. Children are effectively protected because staff and management committee undertake regular training. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being.

There are rigorous recruitment and induction procedures and all staff have undergone the necessary background vetting checks to ensure they are suitable to work with children. Each room has a qualified room leader who ensures that correct ratios of adults to children are always maintained. Staff keep up to date with their first aid training, so they can deal effectively with minor injuries if necessary and all accidents, illnesses and incidents are appropriately logged and signed by parents. Staff track children's developmental progress to ensure that any identified gaps in children's learning are quickly closed. Any concerns regarding children's development are discussed with their parents and suitable measures for intervention are put in place through close links with other professional agencies. As a result, all children make good progress from their individual starting points. Partnerships with parents are strong and they are invited to give regular feedback on the activities provided. Staff meet with parents frequently to discuss children's progress and a parents' committee support the nursery to organise events and outings.

Parents speak very highly of the nursery and recommend it to others. They say the nursery staff are kind and caring and understanding of their children's needs. Parents know they are welcome in the nursery to speak to the key persons if they have any concerns or want to talk about their children's development. Staff are well-supported by the management team, who closely monitor their practice and the effectiveness of the

educational programmes. Children's progress is closely analysed by the key persons to ensure all children achieve their full potential. Staff's professional development is encouraged and they undertake frequent training, in order to continue to develop their knowledge and skills. Staff meetings are held to discuss planning, training and evaluation. Continuous self-evaluation identifies the strengths and weaknesses of the nursery and demonstrates clear targets for improvement. The manager welcomes all feedback and quickly responds to suggestions for improvement. All actions and recommendations from previous inspections have been implemented successfully. Children are well-prepared for the next stage in their learning and moving on to school and the management and parents organise a graduation ceremony where children receive certificates for their achievement on leaving the nursery.

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	EY419276
Local authority	Haringey
Inspection number	965442
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	32
Name of provider	Georgina Bossman
Date of previous inspection	05/05/2011
Telephone number	0208-8855449

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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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