

Inspection of Bright Little Stars Nursery

Howard Road, STANMORE, Middlesex HA7 1GB

Inspection date: 31 January 2022

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is outstanding

All children benefit from attending this caring, nurturing provision where staff are highly effective at prioritising and meeting children's individual needs. Staff put children at the heart of everything that they do. They support children to form close friendships with their peers and strong attachments with all staff, helping to promote children's feelings of safety and security. Staff are friendly, welcoming and nurturing as they care for children. The learning environment is warm, inviting and stimulating.

Children confidently approach visitors, eagerly recalling their past and present experiences. Staff have an extremely detailed understanding of child development. This impressive knowledge runs right through the nursery and forms the basis of the wide range of high-quality activities offered to all children. This means that children make exceptional progress. Children communicate their feelings clearly and with empathy, allowing them to solve any minor conflicts. For example, when a child does not like the way their friend is playing with them, they explain this and ask them to stop. This demonstrates that children are confident and have autonomy over their choices and bodies.

Children eat healthy and nutritious, home-cooked food. Mealtimes are well organised. Staff skilfully use mealtimes as learning opportunities as well as social occasions. For example, they demonstrate how to use chopsticks, which leads to further discussions about what cutlery they use at home. This helps children to understand the lives and experiences of others. Staff are acutely aware of when children need a cuddle, rest or sleep. Children's physical and emotional needs are met extremely well.

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

- Children thrive at this nursery and make rapid progress. The manager and staff plan an ambitious and progressive programme of learning. They skilfully take into account children's individual needs and changing interests. Staff have high expectations for every child. They plan learning opportunities based on what each child needs to learn next to achieve their targets. Activities are plentiful and provide children with opportunities to learn about the world around them. For instance, they make lanterns and drums to celebrate Chinese New Year.
- Children learn to develop their physical skills extremely well. Staff value the importance of outdoor play, where children become absorbed in their play. Younger children hold staff's hands as they learn to walk with more confidence. They manoeuvre their bodies and enjoy using the tunnels. Children learn to take risks in a safe environment. This helps them to become confident at understanding what their bodies can do.

- Children in receipt of funded early education and those with special educational needs and/or disabilities are supported to reach their full potential. Children's progress is constantly monitored, and rapid referrals are initiated to ensure that interventions are obtained when necessary. This results in children making exceptional progress in their development.
- Partnerships with parents are professional and effective. Staff regularly share with parents what their children do and how they are progressing. Parents comment very favourably about the nursery and staff. They express their views via discussions with staff and through questionnaires. Parents say they have been exceptionally supported throughout the COVID-19 pandemic.
- Staff are excellent role models and consistently promote good manners. This is reflected in what children say to them and to each other. Children communicate their feelings clearly. They tell their peers if they are upset by their actions. Staff use successful strategies to support those children who sometimes struggle with their emotions. For example, they name the emotion that the child is feeling and help them to take deep breaths to calm down if they are upset or angry. This helps children to understand and self-regulate their feelings.
- Staff ensure that every interaction they have throughout the day supports children to make excellent progress in their communication and language skills. They ensure that every child is involved in activities and discussions, supporting those who may find this challenging through scaffolding sentences for them. Older children repeat favourite sentences from well-known books as they listen intently when staff read to them. Babies use their voices to communicate with staff, who acknowledge and respond to their early babbles and sounds.
- Children show great resilience and determination. They demonstrate expert independence and social skills that will support them when starting school.
- The manager thoroughly evaluates all aspects of the nursery. Excellent attention is given to continually improve and develop the very best possible practice. Through induction and bespoke training, managers actively promote opportunities for staff to further develop their already secure skills. Staff benefit from ongoing mentoring which is complemented by regular peer-on-peer reviews and supervision meetings. Staff expertly apply what they have learned to their everyday practice. This means that children get the best teaching and support available, to help them develop and progress even further.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the utmost priority. The manager and staff have a highly comprehensive knowledge of safeguarding. They have a clear understanding of the signs that may indicate a child is at risk of harm. Staff receive thorough child protection training, and managers constantly ask them questions about child protection to test their knowledge. They are fully aware of concerns associated with extremist views and radicalisation. There are robust recruitment and induction procedures to ensure staff are suitable to work with children. Risk assessments are thorough and revisited daily to help keep children safe.

Setting details

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| Unique reference number | EY551125 |
| Local authority | Harrow |
| Inspection number | 10174124 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 78 |
| Number of children on roll | 114 |
| Name of registered person | Bright Little Stars Stanmore Limited |
| Registered person unique reference number | RP551124 |
| Telephone number | 0207 100 4662 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Bright Little Stars Nursery registered in 2017 and is based in Stanmore, in the London Borough of Harrow. The nursery is open from 8am to 6pm on Monday to Friday all year round, except for one week at Christmas.

Information about this inspection

Inspector

Karren Thompson

Inspection activities

- This was the first routine inspection the provision received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together and discussed what activities are on offer for children.
- The inspector observed the quality of education, including a joint observation with the manager, and the impact this has on children's learning.
- The inspector spoke with staff during the inspection. She checked the staff's understanding of safeguarding issues and looked at a sample of relevant documentation, such as evidence of staff's suitability and qualifications.
- The inspector spoke to several parents during the inspection and took account of their views.
- Discussions were held with the manager about leadership and management. They discussed several aspects, including the provision made for children with additional needs.

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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