

Inspection of Morning Star Educational Centre

100 Lansdowne Road, London, Middlesex N17 9XX

Inspection date: 21 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive to a warm welcome from staff at this well-run nursery. Staff are nurturing and kind. This means children feel valued and secure. They make sure they get to know the children well from the first day they start. This helps them provide a curriculum that is tailored to each child's needs and interests. Children happily play alongside one another. They show respect for their friends and the nursery environment. For example, children put their chairs under the table after sitting down and help tidy and clean the room before lunch.

Children are eager to explore the inside and outside spaces, selecting the resources and activities they want to play with. They demonstrate very good concentration skills and stay at activities for extended periods of time. This allows them to practise and refine their skills. Staff have high expectations, encouraging children to do things for themselves. For example, they hang up their coats when they arrive and put on their own socks and shoes after playing in the sand tray.

Language learning is a strength of the nursery. Children freely access a range of interesting books and are encouraged to practice and develop their communication skills. Staff support them by modelling the use of new words and asking them lots of questions.

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

- The manager is fully committed to doing the best she can for children and their families. Improvement is a priority. She acts on the feedback parents give her and seeks external advice and support regularly. She can evaluate the nursery's strengths and development areas.
- The curriculum covers most of the areas of learning and is well sequenced. Children are encouraged to build on what they already know and to make links with their previous learning. For example, children practising their cutting and sticking skills are reminded about the previous day's 'seaside' activity. They recall the things they learnt and look for pictures of the seaside to cut out. However, the day-to-day provision does not provide enough opportunities for children to practise and develop their early mathematical skills.
- Physical development is well supported. Children are provided with activities that allow them to improve their large and small physical skills. Babies are encouraged to practise their crawling and standing skills and older children run, jump and climb in the outside area and during their visits to the local parks and playgrounds.
- Staff understand the importance of communication and language. The toddler and pre-school rooms are full of language rich activities to support children's learning in this area. Rhymes and songs are sung throughout the day, helping

children to become familiar with language patterns. Staff working with older children make sure they are continually exposed to spoken language. They describe what the children are doing and regularly repeat common words and phrases. However, staff working with the youngest children do not model spoken language or ask questions as much as they could. This is particularly evident during lunchtimes. Doing this could develop children's language skills even further.

- Children with special educational needs and/or disabilities achieve good outcomes. Additional needs are identified early and referrals for additional support are swift. Support plans are put in place while waiting for external agencies to respond.
- Healthy eating is promoted as children learn about the importance of eating lots of fruit and vegetables. The menu is varied and takes account of children's dietary needs and allergies.
- Children behave extremely well. The nursery's 'golden rules' are understood by all and children are observed reinforcing them to each other. Well-embedded routines positively support children as they transition between activities, helping them to feel safe.
- Staff report that they enjoy working at the nursery. They feel their well-being is very well supported and their commitment to the children is valued by the manager. Regular supervision and coaching sessions focus on improving staff teaching skills. Professional development and training are organised to ensure staff have an up to date knowledge and understanding of how young children learn.
- Partnership working with parents is strong. Staff get to know families extremely well. Parents speak very highly of the nursery and the care their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand that it is everyone's responsibility to keep children safe. They attend regular training, including the 'Prevent' duty and female genital mutilation. They fully understand how to identify any concerns and always follow the referral procedure. The manager and staff are extremely confident and proactive in reporting any safeguarding concerns to relevant agencies. All areas in the nursery are safe and secure. Risk assessments are thorough and identify any risks and the action taken to mitigate the risk. This helps to ensure children's safety at all times.

What does the setting need to do to improve?

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

- ensure staff working with the youngest children model spoken language and ask questions more frequently to ensure children's language skills develop even further
- increase mathematics learning opportunities to ensure children are regularly practising their early number skills.

Setting details

Unique reference number	2555912
Local authority	Haringey
Inspection number	10233462
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	33
Number of children on roll	36
Name of registered person	Morning Star Nursery Ltd
Registered person unique reference number	2555911
Telephone number	07908543901
Date of previous inspection	Not applicable

Information about this early years setting

Morning Star Educational Centre was registered in 2019. It is situated in the London Borough of Haringey. The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications at level two or above. The nursery opens Monday to Friday, all year round. Sessions are from 8.00am until 6.00pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Paul Church

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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the nursery manager .
- The inspector spoke with parents to gain their views and opinions of 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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