

# Micky Star Community Children's Centre

58-61 St. Michaels Street, London, W2 1QR



**Inspection date** 28 June 2017  
Previous inspection date 8 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children benefit from a warm and inclusive learning environment where they feel safe and secure. They settle well, make friends and become more independent in their ability to make choices about what they want to do. Children's behaviour is good.
- Staff know how children learn and develop through play, and they attend well to their needs. Children make good progress in relation to their individual starting points. They are well prepared for the next stages in their learning, including the move to school.
- Staff keep parents well informed about their children's progress and well-being. They encourage parents to contribute to the next steps in their children's learning, which helps to provide a consistent approach. Parents are delighted with the good care and support their children receive from the caring staff team.
- The management team has high expectations of what children can achieve. For example, it evaluates and monitors the quality of the provision, which sustains good outcomes for children.

### It is not yet outstanding because:

- Occasionally, some staff do not provide challenges to fully extend children's language development and stretch their thinking even further.
- The management team does not check the progress of different groups of children to help identify less obvious gaps in their learning and to tailor teaching if needed.

## What the setting needs to do to improve further

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

- provide higher levels of challenge during activities to aid children's language and thinking further
- build on monitoring to track the progress of different groups of children, to quickly identify any less obvious gaps in their learning and tailor teaching to help them catch up if required.

### Inspection activities

- The inspector observed activities in all parts of the nursery, including the outdoor provision.
- The inspector spoke to staff and children at appropriate times during the inspection, and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the nursery's policies and procedures, including those related to the suitability of staff.

### Inspector

Fatiha Maitland

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team follows robust recruitment and induction procedures to help ensure that staff are suitable to work with children. They ensure staff have a good understanding of safeguarding practices and know how to keep children safe in their care. The management team and staff check the progress of each child. When staff identify gaps in children's learning, they provide good support to help individual children to catch up. They liaise effectively with outside professionals to seek further support for children when required. The management team encourages staff to attend training courses, observe each other and to share practice, which develops their teaching skills. The management team and staff take into account the views of parents, children and others, which helps to develop and continually provide a good service.

### Quality of teaching, learning and assessment is good

Staff gather information from parents about what their children know, can do and need to learn next. They use this information, along their ongoing observations, to establish children's starting points and support their learning. Staff provide exciting opportunities to meet the needs and interests of individual children. Children are motivated to join in and thoroughly enjoy their learning. For example, they explore frozen objects hidden in ice. They confidently comment on what they see, smell and touch. Children enjoy books and contribute well when they listen to staff's storytelling. Staff develop children's creative skills in different ways. For example, children engage well in songs and rhymes and listen to sounds that objects and musical instruments make.

### Personal development, behaviour and welfare are good

Staff are good examples for children. They talk to children in a calm and professional manner and support their social and emotional skills effectively. They teach children about different people in the community. Children learn to play well with others, share resources and take turns. Staff talk to children about the reasons why good hygiene is important. Older children help themselves to meals, clear tables and talk about why vegetables and water are good for them. Staff provide regular opportunities for children to have fresh air and exercise outdoors. For instance, children manoeuvre bicycles and cars safely. Staff undertake regular checks on the premises and resources, to ensure children can engage in indoor and outdoor activities safely.

### Outcomes for children are good

Children make good progress and any gaps in their learning are closing. Babies learn new words, explore resources safely and negotiate space, developing their physical skills. Children listen attentively, respond well to instructions and consider the views of others. Older children count objects and confidently solve problems. Children enjoy investigating, such as living things using magnifying glasses. They know that dinosaurs do not exist and share their experience of colour and shape.

## Setting details

<b>Unique reference number</b>	EY312270
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1092429
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	The London Early Years Foundation
<b>Registered person unique reference number</b>	RP901332
<b>Date of previous inspection</b>	8 May 2015
<b>Telephone number</b>	0207 262 5590

Micky Star Community Children's Centre registered in 2005. The nursery is situated in Paddington, in the London Borough of Westminster. The nursery is open each weekday, from 8am to 6pm, and operates all year around. The provider receives funding for free early education for children aged two, three and four years. The provider employs 16 members of staff. Of these, 14 hold relevant qualifications ranging from level 2 to level 6.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

