

# The Rise Sure Start Children's Centre

Inspection report for early years provision

---

**Unique reference number** EY368249  
**Inspection date** 09/02/2009  
**Inspector** Susan Esther Harvey

**Setting address** St. Pauls Primary School, The Oaks, CHIPPENHAM,  
Wiltshire, SN15 1DU  
**Telephone number** 01249 463040  
**Email** paulinemonaghan@hotmail.com  
**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

The Rise Sure Start Children's Centre opened in 2008 and is located on the site of St. Paul's Primary School in Chippenham. It is run on behalf of Wiltshire County Council by the Rise Trust and operates from a purpose built children's centre which provides a range of services to children and their families including a crèche and out-of-school care. It is open each weekday from 07.45 to 18.00 for 50 weeks each year.

The centre is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend at any one time. There are currently 32 children aged from two to under five years on roll, some in part-time places. The centre currently supports children with learning difficulties.

There are five members of staff working with the children in the pre-school, four of whom hold appropriate early years qualifications to at least NVQ Level 2 and Level 3 and one member of staff has achieved Early Years Professional Status.

## Overall effectiveness of the early years provision

Children are cared for in a warm, safe, welcoming and inclusive pre-school. Children's individual welfare needs are very well met and staff recognise the uniqueness of each child. Children make sufficient progress in their learning and development in most of the six areas of learning. Outcomes for children's welfare are helped by caring staff who support their safety and well-being. There is a strong emphasis on partnership with parents and other people, which is of benefit to the children as all are involved in their care. The pre-school staff are beginning to look at ways of improving their practice and increasing their understanding of the Early Years Foundation Stage framework.

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

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

- provide stimulating and enjoyable experiences for children so that they can be challenged in their learning
- use information from children's assessments to plan purposeful play with a balance of adult-led and child-initiated activities
- plan regular exercise for children in order to improve their movement and coordination skills

## The leadership and management of the early years provision

The management and members of staff make the pre-school a welcoming place for children. They are safeguarded through staff members' firm understanding of

child protection issues. A clear risk assessment is part of a comprehensive selection of policies and procedures, which makes sure that children are safe indoors and outside.

Although the centre is new, management and staff have recently started to identify some areas for improvement in the pre-school. They are eager to look at how they can make improvements to the environment, which has a clear impact on children's welfare, learning and development. Staff are keen to go on training and there are plans in place to attend courses so that their knowledge of child development and children's learning can be made more secure. Staff have enough understanding of the Early Years Foundation Stage (EYFS) framework to help children in most areas of their learning. Even though children have the chance to play with and choose from a range of toys which help them concentrate, there are few opportunities provided which challenge them sufficiently. However, children enjoy activities such as measuring sand and water into containers and work out how much will be needed to fill the various sizes. Consistent routines and lots of cuddles help new children settle into the pre-school. Staff are supportive to children in helping them gain independent skills, such as putting on their shoes and boots and knowing which is their coat.

The management and pre-school staff have a strong commitment in working closely with parents so that children's individual welfare needs are fully met. A file with written information for parents to read keeps them informed about the pre-school policies and procedures. Staff make every effort to talk with parents each day about their children's time in the pre-school. Parents are able to look at their children's learning record when they wish. This includes photographs and examples of children's work which shows how they are progressing. Parents are able to be part of the children's learning at home. They share information about what their child is interested in and what they like to do. Staff then use this information to assess the children's starting points for their learning journals. The pre-school has good links with the local school and other settings children attend. As a result, children are provided with an all round care and support.

## **The quality and standards of the early years provision**

Children are happy and settled in the care of the pre-school staff and enjoy taking part in activities. They sit quietly as they listen to stories and sing songs. Children are beginning to play well together. For example, they build a tower with wooden bricks and are beginning to know the different shapes. Children freely choose an activity for themselves and set out such toys as a train track and car mat with various sizes of cars and lorries to add to the game, they use their imagination serving play food to staff. Children laugh as they try to catch bubbles and wait for them to fall to the ground before they burst. Although children's progress records are shared with parents, staff do not fully use the information from the assessments to provide children with a balance of activities which will improve their play experiences.

Children are well behaved and are encouraged to share and take turns. Staff are good role models and carefully show children the effect their behaviour has on

others using stories; and by helping them to understand how other children are feeling. Children play an important part in telling staff what they enjoy doing and take part in planning their time in the pre-school each day. Staff are patient and kind and work closely with the children which helps them feel good about themselves.

Children's health is improved through healthy snacks and learning to wash their hands regularly. They understand their own needs as they confidently ask for a drink and know when they are hungry. Although children have time outside in the fresh air each day, where they can play in the snow, sand and water, there is little chance for them to take part in regular exercise. However, children are beginning to learn the importance of a healthy life-style. Children's safety is a high priority for staff. Every effort is taken to protect children from harm. For example, high handles on the pre-school door prevents children leaving the room alone.

Children experience a positive attitude and skills for life through the caring ethos of the management and staff. This includes learning to play together and work as a team and taking turns. Children learn about the world around them, they plant seeds and watch them grow and enjoy cooking. They are interested in how workmen and some of their fathers build the new wooden play house in the garden, then using the experience to play with wooden bricks to build a house. Children learn about their community when enjoying a visit from the fire service and fire engine. They are introduced to various festivals in a practical way while celebrating Chinese New Year and other festivals which gives parents the chance to share their culture with the children. All children enjoy the play opportunities offered to them with younger children sharing time with others. Overall, children have a happy time in the pre-school.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.