

# Rising Stars Day Care

Inspection report for early years provision

---

<b>Unique reference number</b>	EY393241
<b>Inspection date</b>	16/11/2010
<b>Inspector</b>	ISP Inspection

<b>Setting address</b>	109 Templar Drive, LONDON, SE28 8PF
------------------------	-------------------------------------

<b>Telephone number</b>	07956 595 024
-------------------------	---------------

<b>Email</b>	sskc@btopenworld.com
--------------	----------------------

<b>Type of setting</b>	Childcare on non-domestic premises
------------------------	------------------------------------

---

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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Rising Stars Day Care is run by an individual provider. It was registered in 2009 and operates from the ground floor of a house in Thamesmead in the London Borough of Bexley. Children have access to three play rooms and a secure, enclosed outdoor play area. The nursery provides full and part time care and is open 50 weeks of the year, each weekday from 7:30a.m. to 6 p.m., excluding bank holidays. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 18 children may attend the nursery at any one time. There are currently 25 children in the early years age group on roll. The nursery employs six staff, all of whom, including the owner/manager hold appropriate early years qualifications. Staff work with Bexley Early Years advisors.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's health and safety is given priority and is underpinned by a number of policies and procedures which are shared with staff and parents. Staff at the nursery use their good knowledge of the children and their families who attend, to meet the needs of individual children and help them to make good progress in their learning and development, although not every opportunity is taken to develop this. The nursery has a close working relationship with parents and other professionals. The manager and staff team are committed to continuous improvement and are achieving this by working closely with their early years advisor and through self-evaluation and on going training.

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

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

- extend the resources in the baby room to include more opportunities for physical, heuristic and sensory play
- further develop children's independent skills by providing opportunities for them to serve themselves and pour out their own drinks at meal times and encourage staff to sit with children to create a more home like environment
- continue to develop systems for self-evaluation and reflective practice

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

Leadership and management has significantly improved since the previous inspection with a much higher emphasis placed on children's safety. Staff are

confident about their role and responsibility for recording and reporting any child protection concerns and take part in regular quizzes at staff meetings to keep their knowledge up-to-date. There is now a named deputy in place who is able to take charge in the manager's absence and rigorous recruitment procedures ensure that all staff working with children are suitable to do so. Regular fire drills ensure that staff and children are familiar with emergency evacuation procedures and thorough risk assessments on the premises and for outings help to identify possible hazards, so that necessary precautions can be put in place.

The nursery has an inclusive approach and welcomes all families and children into the setting. Children take part in activities to help them learn about their own and other cultures, for example, they recently celebrated Black History Month as part of the nursery's first year anniversary celebrations. Staff work well with other professionals to support children with additional learning needs. The nursery environment is bright and stimulating with pictures posters, photographs, labels and children's work attractively displayed. Resources and activities are age appropriate, well deployed so that children can help themselves and cover the six areas of learning. However, provision in the baby room offers limited opportunities for heuristic and sensory play. Feedback on parent questionnaires and in children's contact books demonstrate that parents are positive about the nursery and know their children are happy and progressing well. The nursery encourages partnerships with parents by sharing information about their child on 'All About Me' forms, in daily contact books and at open evenings. Regular news letters and parent notice boards keep parents informed about the Early Years Foundation Stage and nursery life.

Staff work well as a team and build up close relationships with children. They welcome support and advice from the early years advisor and are well supported in their continuous professional development. This is done through regular team meetings, in house training, staff appraisals and attending outside training whenever possible. All actions set at the previous inspection have been implemented. The manager and staff have been reflecting on the nursery's practice by using Bexley's self-evaluation process and have high-lighted areas for improvement which include trying to get parents more involved in the nursery and training for staff on letters and sounds.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, confident and feel safe in the nursery because adults provide them with familiar routines, together with warm and consistent care. They make good progress because practitioners know their starting points, observe them closely, assess their progress towards the early learning goals and plan carefully for the next steps in their learning. Children engage well in a good balance of adult led and child initiated activities that promote all areas of their learning and development. Older children demonstrate increasing independence as they make choices about their play, take themselves to the toilet, and help to clear away their plate and cups at meal times. However, opportunities are missed at lunch time to

extend this further as children are not able to dish up their own food or pour out their own drinks. In the baby room, younger babies follow their individual routines for sleeping, eating and playing whilst toddlers have opportunities to feed themselves and choose what they want to play with from resources stored on low level shelves.

Children enjoy looking at books, telling stories to each other, and listening to stories read to them by adults. They have good opportunities for mark making and to practise their emergent writing, using a range of resources. Staff use activities to extend children's counting skills and to help them recognise colours numbers and shapes. Many pre-school children identify numbers one to nine on the inspector's lap top computer and use the key board to write their names. They confidently find their names on flash cards at snack time and on their place mats at lunch time. Adults encourage children's communication and listening skills by talking to them, encouraging and praising their responses, pointing to objects and singing songs. For example, children in the baby room have great fun singing and joining in the actions to 'The Wheels On The Bus' and ' If You're Happy and You Know It'. Children develop their creativity through activities such as role play, dressing up, musical instruments and various art and crafts. They enjoy learning about the community and wider world through various topics and on trips to the dentist, local park and children's centre. Children and babies have access to the well equipped garden on a daily basis. They enjoy riding on bikes, using the climbing equipment, developing their ball skills, exploring with sand and water and learning about nature. However, indoors babies have fewer opportunities to promote their physical skills.

The nursery environment is clean and well maintained. Children are encouraged to adopt healthy lifestyles as staff teach them good hygiene routines such as washing their hands after going to the toilet and before meal times and take them on visits to the dentist to help them learn about looking after their teeth. Children take part in activities to help them understand about the importance of healthy eating and are provided with freshly cooked meals and fresh fruit snacks on a daily basis. Although children sit together in small groups at meal times, adults do not sit with them at tables to create a home like environment. Children are encouraged to be active and take part in regular physical play in the garden and on trips to the park. Once a week a group of children are taken for swimming lessons at the local pool, which is a very popular activity. Staff build up close relationships with children, consistently praising and encouraging their achievements. As a result, children are generally well behaved and enjoy their time spent at the nursery, as they learn appropriate social skills and behaviour such as sharing, taking turns and forming friendships.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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