

Rising Stars Nursery & Daycare

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Rising Stars Nursery was registered in 2011. The nursery is based in a Victorian House in the Lordship lane area of Haringey. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting may care for no more than 75 children under eight years; of these, not more than 75 may be in the early years age group, and of these, not more than 24 may be under two years at any one time. Currently, the nursery has 15 children in the early years age group on roll. The setting is open all year round, Monday to Friday, from 7.30am until 6.30pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The daily routine generally meets the children's needs as they settle well and develop a firm sense of belonging at this setting. Each child is respected as a unique individual, and staff work in partnership with parents and others to ensure that children receive continuity of care. This newly established setting has effective systems in place for evaluating practice and improving outcomes for children, thereby identifying the need to further develop the outdoor play area and learning profiles.

What steps need to be taken to improve provision further?

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

- further develop systems of observation and assessment to identify children's starting point, stage of development in each area of learning, and the next step in their learning journey, in order to clearly demonstrate each child's progress towards the early learning goals
- plan and further develop the children's outdoor play opportunities
- further develop the process for self evaluation to ensure that there is clear identification of targets for further improvements.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of safeguarding procedures. The manager is the designated person with responsibility for child protection, and all staff have undergone suitability checks. Thorough risk assessments are carried out for the premises and outings to further promote children's safety. The necessary records are in place to underpin children's well-being, such as accident and medicine administration records. The nominated person and manager hold a current first aid qualification to further promote children's welfare.

Entrance to the setting is secure and covered by CCTV. Policies and procedures are in place that are available to parents as they enter the setting, on the well presented notice board in the hallway. An operational plan, including the daily register of attendance, accident records and medication details, is in place. Fire detection and control equipment are checked for efficiency, and regular evacuation procedures are held to ensure children and staff are able to leave the setting safely in the event of an emergency. Daily visual risk assessments are conducted to ensure there are no obvious hazards to endanger the children.

The manager provides a good range of toys, furniture and equipment to meet the varying needs of the children attending. Staff are deployed well across the large playrooms. Routines, which include free play at the start of the session, are very well supervised by staff. Play resources support children's learning and they are able to make choices in their play during the session. Children enjoy moving between the group rooms, and this further supports their free choice and independence. The environment is spacious and bright, and all areas are used by children who know the routines well.

The standard of promoting inclusive practice is good. Early intervention and good support is in place for those children who may have special educational needs; this ensures that all children can make measurable gains in their learning. The nursery is establishing good partnerships with others who work with the children in the community, in order to further guide and supplement the work of the staff. Children who speak English as an additional language make good progress, because staff are committed to communicating with all families. Initiatives, such as membership of the Haringey adult learners programme, will support the community and provide staff and parents with training and guidelines.

The key person system works effectively and ensures that all relevant information about a child is shared between the staff and the parents. The manager is aware that as the nursery develops and numbers of children increase, this needs to be formalised with group rooms and specific responsibilities designated for staff.

This senior leadership team have a clear vision for the setting. The manager works closely with the local authority, senior managers and the staff to plan and implement procedures and improvements. There is a planned programme for staff to attend training in areas of the Early Years Foundation Stage to further support their development.

The system for self-evaluation is in its infancy. However, the manager has identified areas of practice, as well as areas of the nursery, that she wishes to enhance for the benefit of the children, and is actively working towards achieving this. Consultations with parents are also used to engage the views of parents and to feed into the evaluation process.

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

Staff are affectionate and caring with children, and children have a strong sense of belonging at this nursery. When they first start, parents are asked to provide photos of themselves and their families, to be displayed on the presentation board in the main hallway. This gives children a sense of pride and ownership in their nursery.

Each child is allocated a key person who is responsible for overseeing their welfare and learning. Time is invested gathering information from parents when children first start at the setting, enabling staff to follow home routines regarding babies' feeding and sleeping patterns. Staff are deployed effectively and are given clear guidance about their roles and the areas they are responsible for.

The nursery is resourced with a range of play equipment and materials to encourage children's learning and development. Children enjoy what they are doing, showing curiosity and making decisions about the activities they want to participate in. They enjoy time both in the group rooms and in the garden. They also enjoy outings to the local park, where they are able to develop confidence in coordination and physical skills. Children problem solve and show increasing skill when completing puzzles and building towers with large blocks. They demonstrate increasing creativity as they feel the texture of sand and paint at the easel. They eagerly experiment at the sand and water tray, where they learn concepts such as filling and emptying. Children's growing awareness of number operations is supported through songs including number rhymes, and displays around the room that familiarise them with alphabet letters and number lines. Their growing literacy is supported through drawing and craft activities, and the children readily help themselves to their favourite books in the book corner. Children's knowledge and understanding of the world is well supported in this multi-cultural environment, and they benefit from the variety of staff experience and background.

Staff focus daily attention on key skills for the future, such as listening with understanding, speaking clearly, early literacy and numeracy. Children select their own resources, which helps them to build their confidence and self-motivation.

Staff encourage children to stay healthy, explaining why it is important for them to wash their hands at appropriate times. Healthy and nutritious meals that take account of the children's individual dietary needs are generously served. Food is prepared in hygienic conditions, and care is taken to ensure each child is given foods appropriate to their specific requirements. Meal times are calm and enjoyable occasions. Mealtimes are used very well to introduce the children to different religions and foods. Resources, including books and role play equipment, reflect a range of backgrounds, and a positive approach to diversity is evident, giving strength to the group's equal opportunities aims.

Children benefit from the partnerships staff have developed with parents and other professionals. Parents are provided with daily communication in the feedback books, and daily information about their children's well being and development is

contained within. They also have the opportunity to add, to the feedback books, invaluable information about their children's development at home.

Children's health and well-being is positively promoted through the good personal hygiene practices and procedures followed by the setting. Staff encourage the children to learn how to keep themselves safe, for instance dissuading them from running in the group room. The clear behaviour management policy, consistently and sensitively implemented by all the staff, ensures the children develop good behaviour and an understanding of behaviour that is unacceptable, through a very positive approach.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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