

Rising Stars Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 is run by Person 1st Childcare Limited and is situated within Firbank Childrens Centre in Lancaster. It registered under new ownership in 2011 by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from four play rooms and associated facilities. The children have access to enclosed outdoor play areas. The nursery is open from Mondays to Fridays from 7.30am until 6pm, for 51 weeks of the year.

A maximum of 104 children under eight years may attend the facility at any one time, of which, no more than 88 may be in the early years age range. There are currently 148 children on roll of which, 116 are in the early years age range. Of these, 62 children are in receipt of funding for early years education. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language.

There are 24 members of staff who work with the children, all but three of whom, hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 2 and 3. Two members of staff hold the Early Years Professional Status. The nursery has been awarded the 'Step into Quality' Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the nursery. Their welfare, learning and development are well promoted as staff demonstrate a sound knowledge of the Early Years Foundation Stage. The nursery offers a warm and caring environment where all children are valued and respected. Overall, a broad range of worthwhile activities is provided, which captures and sustains children's interests. The setting have a good relationship with parents and liaise with other providers to help ensure consistency in care and education. Although, the senior management team have strong aspirations for developing the quality of the nursery, they do not communicate this fully to all staff to secure highly effective improvement.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- ensure children are provided with a challenging and resourceful environment across all rooms which enhances children's spontaneous free flow play.

The effectiveness of leadership and management of the early years provision

Clear policies, procedures and effective links with other agencies, ensure that children are safeguarded and their welfare protected. Robust recruitment, induction and training processes create an environment where children are happy and safe. The organisation of the premises and deployment of staff, means that children can move around freely and safely, both indoors and outdoors, throughout the sessions. Effective procedures are in place to identify risks and hazards and appropriate action is taken to minimise these. All required documentation is in place, up-to-date and well organised, to maintain confidentiality and to safeguard children. This includes staff checks, up-to-date first aiders, records of attendance and accident and safety checks. Staff constantly monitor the toys and equipment, checking they are clean, safe and suitable for the children to use. The front door is secured and a visual monitoring system has been installed in the reception area, to further enhance the safety of staff and children.

The setting is very reflective and the management team makes good use of training and monitoring systems, to enhance its provision. It uses a variety of monitoring processes for prioritising areas for development, including the Ofsted self-evaluation form. It has achieved the Step into Quality award and uses the local authority for advice and guidance. Although, senior management have a sense of purpose about what it is they want to achieve, they have not fully shared this vision with the rest of the staff team to bring about sustained improvement to the early years provision. Quality assurance schemes that they are working towards, such as, the Lancashire Quality Award, shows a dedication to improving practice further.

Staff strive to provide a service that is inclusive for all children and their families. They have a close link with the adjoining Children's Centre and have built close relationships with all professionals, parents and other provisions that children attend. This ensures they work together to promote continuity of care. Parents spoken to are very supportive of the nursery and praise the friendly and helpful staff team. There is a very successful two-way flow of information about individual children's learning and care needs, both during the settling-in process and through ongoing conversations. This is supported through clear, general, information in the parent area, notices and newsletters.

The nursery has devised good systems for supporting all children in the nursery, including those with special educational needs and/or disabilities, as well as those with English as an additional language. Children enjoy regular opportunities to learn about different cultures and disability, through the readily available resources and activities incorporated into the curriculum. Partnerships with the Children's Centre, other agencies and integrated learning and visits from feeder schools, are very effective in supporting children's individual needs and providing for smooth transitions.

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

Staff have a sound knowledge and understanding of the Early Years Foundation Stage and employ an effective key-worker system to support children to achieve good outcomes. The key-workers adopt a regular, systematic, approach to observe the children, which informs their planning. The Early Years Professional supports them to differentiate and adapt activities to meet the needs of children. They also use an effective tracker system against the early learning goals. Written observations of the children's attainments, interests and learning styles are supported well with photographic evidence, so parents and carers enjoy clear, visual images of their children's experiences.

Children are confident in developing their independence, becoming enthusiastic and self motivated learners. They enter the nursery each session, separating quickly from their carer, as they select an activity. The daily activities incorporate a good balance of adult-led and free-choice opportunities for the children. Clearly defined areas of continuous provision are in place both indoors and outside and most are well resourced. However, this is not consistent across all rooms to facilitate children's spontaneous play and better outcomes. The younger children have access to the older children's rooms during free-flow play, which supports them in a variety of activities. For example, children enjoy developing their mathematical language and counting skills through role modelling from the reception children who are throwing a dice.

The children have developed close relationships with all the staff and are confident to try new things. Children are enthralled as they listen and learn a song in German, eagerly participating in the movement and actions to know what happens next. Regular opportunities are available for exploring paint, dough, glue, sand and water. Children have positive, social skills. They enjoy baking, weighing, measuring and mixing the ingredients in small groups with the in-house chef. Children enjoy creating their own masterpieces in the junk modelling area and enthusiastically show staff their end products. There are lots of opportunities in all areas for children to enjoy snuggling for a story and language is displayed, both in English and other relevant languages, to support children. Learning stories on display boards show that some children can write recognisable letters and others enjoy regular opportunities to practise their mark making skills. Staff regularly praise and encourage the children's achievements, helping them to develop good self-esteem and confidence.

Children develop a clear understanding of how to keep themselves safe whilst on the premises, as staff talk to them about using scissors correctly and give gentle reminders of how to play with malleable materials. Children enjoy the healthy snacks provided and are encouraged to try new vegetables independently.

Effective use is made of the local area and children enjoy taking photographs of the local community. Cultural festivals are also celebrated to help raise children's awareness of similarity and difference. A varied use of creative opportunities is available to allow children to express themselves imaginatively, such as, using

sheer materials to cover their faces and pretending to be monsters. Children enjoy their time spent outdoors, exploring self chosen activities like mark making, construction and digging. They enjoy using sloped drain pipes as a vehicle to race toys. Such positive experiences give children a good start and help them to develop skills for the future.

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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