

The Rise Sure Start Children's Centre

St. Pauls Primary School, The Oaks, CHIPPENHAM, Wiltshire, SN15 1DU

Inspection date	15/11/2012
Previous inspection date	09/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	1	1
The contribution of the early years provision to the well-being of children	3	1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children, settle in exceptionally well, and are keen to attend. They are supported by their key person who thoroughly enjoys the role they play in the children's achievement of skills, knowledge and abilities.
- Children are extremely well protected because of staff knowledge and implementation of safeguarding procedures.
- Children make excellent progress in their learning and development because staff assess their abilities, track their progress and ensure they provide opportunities to engage and stimulate children's interests.
- Staff work very closely with parents and other partners to provide highly effective support for all children in their care, including those with additional needs.
- The management team is strong and has a very positive impact on securing a high quality provision, setting high standards and monitoring effectiveness.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and staff in the playroom and outdoor area.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of some parents.
- The inspector held discussions with staff and members of the management team.
- The inspector looked at a selection of documents including, children's records, planning, assessments and staff records.

Inspector

Karen Prager

Full Report

Information about 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. The pre-school is open on Monday, Tuesday and Thursday from 8.45am to 2.45pm and on Friday from 8.45am to 11.45pm. Children attend

after school from 3pm to 6pm, Monday to Friday. Children play in a large play room and the attached outdoor play area.

The children's centre is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. There are currently 35 children aged from two to under five years on roll, some in part-time places. It receives funding for the provision of early years education for children aged two, three and four years. Older children also attend the out-of-school club. The centre supports children with special educational needs and/or disabilities. There are five members of staff working directly with the children, four of whom hold appropriate early years qualifications. The chief executive officer of the trust holds qualified teacher status. The advisory teacher who is based in the children's centre and supports the pre-school holds Early Years Professional status.

What the setting needs to do to improve further

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

- strengthen further the positive impressions children have of their community through inviting people to share the things they do in their work, for example, musicians or artists.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make excellent progress in their learning and development because staff have an exceptionally good understanding of child development and how they learn best. Assessment across the pre-school is precise and includes all those involved in each child's learning. Staff spend time observing children and talking with parents during the children's settling-in sessions. This means children's needs are quickly identified and an appropriate key person assigned. Staff work together to maintain this level of assessment to target children's gaps in learning and ensure that all achieve the skills they require to prepare them for their future learning.

There is an extremely sharp focus on helping all children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development. All children are closely monitored for speech and language development using a national assessment tool. This helps all children make rapid improvement in

learning from their starting points with gaps closing rapidly through recognised small steps. Counting is part of everyday activities, such as working out how many children and adults are present. Staff extend children's thinking by asking 'How many adults will there be if there is one more?' Children enjoy joining in repeated phrases in a favourite story and staff maintain the youngest children's interest by altering expected phrases. Children joyfully join in with familiar songs and choose what they would like to sing next, which ensures children become confident communicators. All children show great interest in exploring outdoors. They make mud pies, fetching and pouring water and selecting leaves to stir in. They work together with their friends to carry containers, taking care not to spill anything. Children also work together to make a den, using their knowledge of measurement to arrange the cover so that it fits over a space. Staff support and extend the skills children develop as they become familiar with using a camera. Children concentrate well as they select a view and take a picture. The new sand pit is a current favourite. Children spend much time here, digging and making marks with their boots, looking at the different sizes and patterns their boots leave. Children know what is expected of them, what is going to happen and when it is going to happen. This helps them to feel secure and enables them to make choices and decisions.

Regular visits outside the setting extend children's learning about their world and community. For example, children explore the local woods and post letters home. Children also gain an understanding of the diverse world in which they live through activities that help them to learn about different faiths and cultures. This teaching helps to create an environment that is welcoming to all children and their families. The setting welcomes parents and police officers to share positive aspects of their lives and the jobs they do. Opportunities for others such as musicians, artists and athletes to visit are not fully embedded. Staff recognise that parents are central to the learning and development of children. Parents remain involved and informed about what their children are learning and what they are learning next. This is because the staff plan time with parents on a regular basis, to talk and to share the children's learning journals. These are left out so that children and parents can look at them and enjoy remembering past events.

The contribution of the early years provision to the well-being of children

Children settle quickly and feel secure at the pre-school due to the extremely well-established key person system. Staff are sensitive to children's and parents' needs and they welcome parents to stay until their child feels secure. Staff provide ongoing support for children, for example by linking older children with younger children. Time is organised each day for children to spend time in their key groups. This provides valuable time for the children and their key person to get to know each other and, as a result, children quickly flourish.

Staff provide excellent opportunities for children to learn about keeping themselves and others safe. They receive guidance about clear boundaries so they know what is expected of them and, as a result, children's behaviour is extremely good. Practitioners are excellent

role models and consistently give emphatic, positive praise for commendable behaviour, such as 'good listening' and 'good walking'. Staff are vigilant about risks with which the children might come into contact and take prompt action when needed. Children show that they feel safe, for example, when they use the climbing frame. Through the carefully supervised forest school activities children come to know how to be safe when playing with sticks. The games they play, involving hide-and-seek and discussion about being aware of the risks of hot drinks, motivate children to consider risks and promote safety at home.

Children manage their personal hygiene well and use tissues when they need them. Snack and meal times are promoted as social experiences where children learn to relax, develop their conversation skills and levels of concentration as well as enjoying the healthy food options. Staff sit with the children to reinforce the social aspect of the time. Children eat healthy food cooked on the premises. This time provides a valuable opportunity for the younger children to learn how to behave at meal times from the good role modelling the older children show.

Children play in a very stimulating environment with equipment and resources that cover the seven areas of learning. Staff set out the room to be an inviting place for children when they arrive. Many resources are stored at the children's level which encourages children to make their own choices about play things. Accessible displays at child height allow children to review activities they have done and reflect on what they like and do not like, using cards with a range of facial expressions. Every experience is seen by staff as an opportunity for children to learn and gain skills for the next stages in their learning. Staff give time and thought to preparing children for their transition to other settings and they have extremely close links with the local school and other professionals.

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

Staff demonstrate a strong passion to achieve the highest standards in care and education. They share a vision to provide an excellent service for the children and their families thus making a positive difference to their lives. Staff have an accurate understanding of the requirements to effectively monitor all children's skills, abilities and progress. Managers monitor how effective staff are in their work through direct observations and monitoring children's achievement records. They identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services accessed. Children's safety is a high priority. All staff have an excellent understanding of safeguarding issues and the procedures to follow regarding their responsibility to keep children safe. Recruitment procedures are robust, induction procedures help to check the adults' suitability to work with children and close supervision at all times adds to children's safety. Staff carry out extensive risk assessments for the premises, equipment and outings to help ensure children's safety remains paramount.

Leadership of the nursery is extremely effective in supporting continuous improvement. The high aspirations of the staff lead effectively into a well-targeted and continuous improvement plan. Consistent monitoring and robust evaluation of the quality and standards of the provision ensure that the management team accurately identifies key strengths. A range of systems are used to evaluate impact and quality of practice including peer observation, professional supervision and continual monitoring of practice. Parents' and children's views are regularly sought, both through talking with them and through more formal questionnaires. Staff focus attention on areas that will have the biggest impact, for example by re-organising the lay out of the room to provide spaces which encourage children to communicate with each other. They have also provided more resources for mark making outdoors, which has proved highly successful in engaging the boys who were initially more reluctant. As a result, the quality of the care and learning provided for children continually improves. The staff team is very strong and all know their individual responsibilities. High-quality and sharply focused evaluation of the impact of staff practice underpins a targeted programme of professional development. The excellent links with the local advisor and close supervision from the management team mean that staff receive constant support to maintain their development.

The children's key persons support the sharing of information about children's care and learning in the pre-school and at home. They fully value the views of families and always consult them over plans for their children. Staff have built superb relationships with external agencies to ensure children receive the additional support they require. Staff are extremely pro-active in seeking support. Getting additional support for children and their families is a high priority. This means that they secure carefully targeted intervention so that children receive the support they need. Parents and carers are highly appreciative of the friendliness and expertise that the pre-school offers. All children receive an enjoyable experience that provides them with positive attitudes and valuable skills for their next stage in learning. Children are well prepared for their transition to school as they are provided with opportunities to meet their new teachers, both in their existing setting and through visits to their new school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY368249
Local authority	Wiltshire
Inspection number	888486
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8

Total number of places	24
Number of children on roll	35
Name of provider	The Rise Trust
Date of previous inspection	09/02/2009
Telephone number	01249 463040

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

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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.

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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

