

# Rising Stars Nursery

143-145 Peckham Hill Street, LONDON, SE15 5JZ

## Inspection date

Previous inspection date

09/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff group the children well and the key person system ensures appropriate support and care throughout the session.
- The management team actively encourages staff to undertake relevant training and professional development. This helps support children within the setting.
- A good partnership with parents and liaison with outside agencies contributes to children's well-being while at the nursery. Staff support all children to make good progress in relation to their starting points and capabilities at entry.
- Children are happy and rapidly growing in self-assurance. They benefit from lots of praise and encouragement and from basic ground rules that are consistently applied.

### It is not yet outstanding because

- Staff do not always offer older children a wider range of resources and play materials to develop their skills in information and communication technology and to promote their awareness of diversity. As a result, children have fewer opportunities to develop their understanding of the world.
- Staff do not always enable children to help at mealtimes, which slightly reduces opportunities to promote their independence.

## 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.

## Inspection activities

- The inspector observed children's play and staff interaction inside the setting.
- The inspector accompanied staff and children on a visit to the local community outdoor play area.
- The inspector and manager undertook joint observations of the teaching activities.
- The inspector talked with staff, children, parents and held discussions with the registered provider and manager.
- The inspector sampled records and documentation relating to children's progress and development, staff suitability, safeguarding and welfare.

## Inspector

Pamela Bailey

## Full Report

### Information about the setting

Rising Stars Nursery is run by Peoples Association, Youth vision and Ngozi Nurseries Ltd. It opened in 2012 and operates from three rooms in a refurbished building. The nursery is situated in the residential and commercial area of Peckham, located in the London Borough of Southwark. It is open Monday to Saturday from 6am to 8pm, for 50 weeks of the year. The nursery is registered on the Early Years Register. There are 17 children on roll aged from one to four years. The nursery receives funding to provide free early

education for children aged three and four years. Children attend a variety of sessions. A total of five staff work with the children, of whom two hold relevant National Vocational Qualifications at level 3 and two hold similar qualifications at level 2.

### **What the setting needs to do to improve further**

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

- help children to build on their understanding of the world by a) extending the range of books and resources which represent children's diverse background, including disabilities which avoid negative stereotype supporting children's acceptance of differences; b) providing equipment involving information and communication technology, such as computers
- help older and more able children to build on their independence by allowing them to serve their own food at mealtimes.

### **Inspection judgements**

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

Staff work well together. They have a secure knowledge and understanding of how to promote children's learning and development to help prepare them for their future learning. They assess and monitor children's progress through ongoing written observations and photographs of children's play and interests. They use this information alongside discussions with parents to identify next steps and any additional support needs. Staff are alert to the early signs of need that can lead to later difficulties in children's learning and clear targets are set. Staff are attentive to individual needs, which has a positive impact on children's learning and development given their starting points and capabilities.

The atmosphere in the nursery is calm and welcoming. Children enter the setting happily and enjoy learning through play. Children are encouraged to use their imaginations and express their ideas creatively using a varied range of materials such as water, sand, dough, drawing and painting. Staff introduce vocabulary, such as, 'bumpy', 'soft' and 'hard' to encourage children to talk about their observations and experiences. Staff talk to children clearly and extend children's language by describing and demonstrating what children do. They point to and label objects so that even the youngest children can understand and copy. Children regularly practise using small tools that help them to gain good hand and finger control in a number of activities. They use felt pens, pencils and

paint brushes that help to develop their early writing skills. Older more able children are encouraged to label their work. The majority of children recognise their name. They confidently find and place their label in a box as part of the self-registration system and know which coat peg belongs to them. Children learn about letters and sound through singing rhyming songs. Younger children join in with actions that help to develop their coordination.

Children develop a healthy interest in books and enjoy stories. They visit the inviting book area and pretend to read stories with their friends. Staff support younger children responses to pictures and as they join in with words. Older children listen to stories with increasing attention, describing characters and the main story settings. Children who speak English as an additional language use their home language in their play and staff use spontaneous everyday learning opportunities to follow children's interests. For example, during group story time children relate events to their home lives. They talk about the countries they have visited, which staff follow up by enabling them to sing songs in other languages. Staff also give an explanation of the songs in English. The staff value and respect the diverse languages and use this to help all children recognise and develop respect for other languages and take part in conversation.

Children show interest in programmable toys with buttons, flaps and simple mechanisms. However, older and more able children have less opportunity to investigate and explore equipment involving information and communication technology (ICT) such as, computers. This reduces opportunities for them to develop their understanding of the world. Children learn about numbers in everyday situations and routine activities. They count the number of children going outdoors and the buttons on their coat. Children exclaim in wonder as they create 'wiggly worms' and discuss the shape and lengths. They enjoy number rhymes where they learn about more or less, some readily holding up their fingers to demonstrate the number represented. Therefore, they develop good early mathematical skills.

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

Children settle well and enjoy good relationships with staff and their friends. They move around happily and younger children develop a healthy dependence on staff who are caring and receptive to their individual needs. Staff build warm trusting relationships with children through an effective key person system, which helps children feel safe and secure. This supports children's emotional well-being and gives them the confidence to explore new experiences. Conversations between staff and children and some activities encourage children to talk about past and present events in their lives. Children are beginning to understand differences in their lives to others around them. However, they have fewer opportunities to use positive images of diversity in day-to-day resources and activities. This reduces children's understanding of differences in culture, ethnicity, gender or disability.

Staff promote children's understanding of behaviour boundaries and health and safety through the daily routines. This helps them to develop good attitudes and skills to move

on to their next stage of learning. Staff use lots of praise and encouragement to build children's confidence and self-esteem. Children behave well and learn important social skills such as sharing and listening to each other and helping to tidy away activities. Staff make expectations of behaviour clear and give reasons for requests. This helps children to respect each other and their environment. Staff help children to understand how to keep themselves safe. Children learn about road safety whenever possible and regular fire drills help them to become familiar with the emergency evacuation routines. Children receive good support from an early age to learn the importance of good personal hygiene and self-care skills. For example, the environment is clean; staff monitor hand washing and explain why children need to wash their hands.

Staff create many opportunities for children to move towards independence through established routines that enable children to look after themselves. Children make choices from resources that are easily available to them. Staff support them to put on their coats when going outdoors and replace them on hooks. Children are encouraged to help themselves to fresh drinking water which is available at all times. They have a choice of healthy snacks such as fresh fruits, which staff make sure are attractively displayed. Children benefit from nutritious meals and staff ensure that every child's care and development is tailored to meet their individual needs. Younger children have individual routines for sleeping and receive regular drinks. This ensures continuity of care and contributes to their physical well-being. However, there are missed opportunities for older and more able children to develop further their independence such as, setting the table and serving their own foods at meal times. Children enjoy regular exercise that contributes to their good health. Trips in the local community give children the opportunity to further practice and develop their physical skills. Children use a range of equipment including slides, climbing frames and swings to develop their balance and coordination. Children delight in playing outdoors. They express their experiences and imaginary ideas as they pretend to travel to different countries using the roundabout.

Children are well prepared for the next stage in their learning because staff provide appropriate support for transitions. The settling-in process is seen as a crucial period for getting to know the child and family. Staff plan this process carefully to ensure bonding and mutual understanding with key people involved in their care. Children have opportunities to visit other rooms within the setting and welcome brief visits from older siblings attending nearby schools.

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

Arrangements for safeguarding children's well-being are well established and effective. All staff are secure in their knowledge and understanding of child protection issues and what to do in the event of a concern about a child. The designated lead practitioner for safeguarding children has attended appropriate training and continually liaises with the local authority early years advisors. Robust recruitment procedures are used to help ensure that staff are suitable to work with children. There is a good induction programme, which helps to ensure staff are aware of their roles and responsibilities. Staff are vigilant

about safety and have taken positive steps to ensure that risks and hazards to children are kept to a minimum both indoors and on outings. This helps to promote children's safety and welfare effectively.

There are clear aims for the provision. These aims reflect a commitment to improving the quality of the provision and outcomes for children. The management team encourages staff to participate in self-appraisals. Processes for managing their professional development are monitored effectively. Training needs are identified and staff are encouraged to attend relevant training. Some staff are currently undertaking further professional development training. Information is cascaded which helps ensure staff have sufficient knowledge of current childcare practices to support the care and learning of children. Staff contribute to the setting's self-evaluation during meetings and parents/carers and children's views are sought and acted on. Well-targeted plans for the future help to bring about further improvements. These include scheduled meetings so that parents/carers are involved in a review of their child's learning and development and are able to contribute to the next steps in their children's learning. Staff are in the process of establishing links with nearby schools that the children may move on to, which helps to ensure that children receive continuity of care and learning.

Staff have established effective relationships with parents/carers. Parents receive useful information about the setting and its provision through the parent information pack, newsletters and informal contact with staff. Parents/carers share their observations about their children's learning at home with staff and discuss their child's progress in the nursery. The contact diaries are used well to share information with parents/carers about what their children do on a daily basis and support parents to become more actively involved in their children's learning. Parents comment favourably about the provision; in particular the warm and caring staff.

The key person system ensures appropriate support and care throughout the session. Staff value children as unique individuals and make good use of the Early Years Foundation Stage guidance to support their understanding of children's welfare and learning needs. Staff use consistent observation and assessment to identify children's learning needs. They set targets, carefully plan and deliver personalised learning to meet the diverse needs of the children. Staff are very alert to the early signs of need that can lead to later difficulties. Where staff identify a child's need for additional support they share information and records at an early stage with parents and the Special Educational Needs Coordinator (SENCO). The SENCO links with others, such as the local authority inclusion support services and other health professionals to design effective interventions enabling them to meet the needs of a wider group of children.

## 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

<b>Unique reference number</b>	EY443333
<b>Local authority</b>	Southwark
<b>Inspection number</b>	806699
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	17
<b>Number of children on roll</b>	17



<b>Name of provider</b>	Peoples Association, Youthvision and Ngozi Nurseries Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07983 395 360

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](http://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](mailto: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](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.

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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

