

# Rising Stars Day Care

109 Templar Drive, LONDON, SE28 8PF

<b>Inspection date</b>	23/04/2013
Previous inspection date	16/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- The key person system is effective in supporting children to settle into the nursery and to form strong attachments with staff.
- Staff plan well for children's individual needs through effectively assessing the stage they are at and planning challenging activities to enhance their development further.
- Children play in a bright, stimulating well resourced environment where they are able to select toys and resources for themselves which promotes their independence and decision making skills.
- Children's personal, emotional and social development is supported effectively by staff and skills such as sharing and turn taking are promoted very well.

### It is not yet outstanding because

- Although the areas of learning are promoted well inside the nursery opportunities for numeracy and literacy are more limited in the outdoor area.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 looked at policies and procedures, evidence of suitability of staff working within the setting and a sample of other documentation, such as, attendance and accident records and children's observation and assessment records.
- The inspector observed activities in the different playrooms and in the outside area.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke to members of the staff team during the inspection about the progress of their key children and how they use their observations to develop next steps for individual development.
- The inspector spoke to the Manager during the course of the inspection.

## Inspector

Lara Hickson

## Full Report

### Information about the setting

Rising Stars Day Care is run by an individual provider. It registered in 2009 and operates from a detached house in Thamesmead, in the London Borough of Bexley. Children have access to six playrooms and a secure, enclosed outdoor play area.

The nursery provides full and part-time care and is open 50 weeks of the year, Monday to Saturday from 7am to 7pm, 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. There are currently 32 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery employs eight staff, seven of whom, hold appropriate early years qualifications. Staff work the local authority Early Years Advisors.

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

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

- provide more opportunities for children to see number and print in the outdoor environment.

### Inspection judgements

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

Children are making good progress in the nursery as a result of the staff team's knowledge and understanding of how they learn and develop. The nursery has embraced the revisions to the Early Years Foundation Stage. They use the guidance document Development Matters in the Early Years Foundation Stage in their practice to support children's ongoing progress and to highlight the next steps in their development. Staff competently assess where children are within this guidance and use it to identify their next steps in learning and plan activities that will help children progress further.

Children have access to a broad range of stimulating, challenging activities and resources that help them to make good progress in all areas of development and learning. The nursery has developmental folders in place for all children. These contain in depth information about how each child is progressing in all areas of learning and how staff can

encourage the next steps in children's development consistently. Communications books are in place. These provide extensive information for parents on how their children are progressing, the activities they have enjoyed and how their development will be promoted further. All areas of learning are promoted well by staff throughout the nursery. Personal, social and emotional development is enhanced effectively from the start; during settling in sessions and during the transition processes when children move onto the different group rooms. The nursery has established links with local primary schools and is currently trying to further promote these relationships to support children's moves onto school. Staff promote children's physical development well in both the indoor and in outdoor environments. They ensure that there are age and stage appropriate resources and equipment available to help children's coordination, small and large movement skills. For example, children enjoy using the sit and ride cars to push themselves along on, pedaling on tandem tricycles and climbing up apparatus. Staff introduce simple hopping and jumping activities and circle games to further promote physical skills and encourage social skill. For example, children join in enthusiastically with a game of 'What's the time Mr Wolf'. They call out numbers and shriek with laughter as the wolf announces 'dinner time' and they run back to their starting points. This develops their communication, counting and physical skills.

Older children are beginning to use mathematical language spontaneously. For example, when making coconut trees out of construction bricks children count how many bricks are in their tree trunk. Staff extend children's learning well, introducing simple addition and subtraction skills. For example, when children compare their tree trunk length staff encourage them to count how many more bricks one child's tree has compared to another. Staff explain to the children that if they count on from five to 11 they will know how much longer one trunk is than another. This is further extended by staff showing children that 11 take away five is six and therefore one trunk is six bricks more than another. Staff introduce number language to younger children during nursery rhymes and during various play activities. For example, they explain that only three children can play in the water tray at any one time. Staff also count the steps as children climb the ladder to the climbing frame and slide apparatus. There are numerous number and alphabet posters and hanging murals in the indoor environment. However, there are limited opportunities for children to see numbers and print in the outdoor environment to promote their learning further.

The extensive range of resources are effectively organised to ensure that children can independently and safely select them. For example, the nursery stores resources on low level trolleys and shelving in the activity rooms and in toy boxes in the outdoor area. This enables children to make their own decisions regarding the activities they do and the resources they play with.

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

Effective settling in procedures support children to form strong emotional attachments with their key person. This helps children to make the transition between home and the nursery. Children are happy and secure within the nursery, separating from their parents

well and forming close bonds with the staff team. Babies enjoy cuddles and encouragement from staff and, as a result, confidently explore their surroundings and play with the activities available. Staff support children's learning and development well. For example, younger children happily babble away during play and routine activities such as snack time and staff respond appropriately to their developing language skills. When children attempt new words staff repeat these back to the children, correcting any pronunciations in a way that does not affect children's self-esteem or confidence. Staff provide lots of praise for the children's emerging skills which encourages children to repeat these new skills and build on them. Children actively explore the indoor and outdoor nursery environments and the different resources, moving happily between different activities available. There is a good balance of activities available that are led by children and directed by adults.

Children are being supported effectively to learn about healthy lifestyles through the wide range of healthy snacks and meals provided. The nursery displays a written menu in each group room and in the reception area. Food is freshly prepared each day. Staff talk with parents so that they can fully discuss and record children's dietary needs. Dietary requirement lists are displayed in each group room and in the kitchen area to ensure that children are not given foods they cannot have. Children's place mats highlight any specific dietary requirements as an additional precautionary measure to ensure that all staff are fully aware of all children's dietary needs. Learning opportunities at snack and meal times have been reviewed and extended following recommendations made at the nursery's last inspection. For example, children in the toddler and pre school rooms now serve their own meals and pour their own drinks making decisions from the choices available. Staff sit with the children and talk to them about their meal. Staff discuss how important it is for them to eat the food provided as it will help them to grow up healthily and provide them with lots of energy. Babies are encouraged to feed themselves and staff are on hand to offer assistance as required such as to scrape the last remnants from the yoghurt pot.

Baby's physical skills are being supported well by the staff team. For example, staff encourage children's early walking skills by holding their hands and helping them to take their first steps. Resources are available to enhance these skills further such as baby walkers and low level play equipment that babies can stand at whilst they play. This assist babies to develop their muscle strength and encourage them to become mobile.

Staff demonstrate a good awareness of how to prevent cross infection in the nursery. Staff incorporate important personal hygiene messages into the children's daily routines. For example, staff encourage all children wash to their hands before lunch and before snacks, explaining why this is important. Children's individual routines regarding sleep are promoted well by staff following discussions with their parents at the initial meeting. This ensures that staff follow children's care routines and children get the rest they need.

Staff enable children to play in a safe environment and give them clear instructions on how to keep themselves safe. Staff discuss safety with the children during play activities. For example, they talk to them about using the climbing equipment safely and sensibly to help ensure they do not harm themselves and others. During a craft activity staff talk to children about safety when using scissors to cut wool. When children want to use an adult pair of scissors staff explain that these are too sharp, showing them that the child safety

scissors will cut the wool with a little effort. When children run staff gently remind him to walk and explain he may fall over and hurt himself. This enables children to learn to do things for themselves in a safe way.

Behaviour within the nursery is good and the staff team effectively support and encourage children to behave appropriately. For example, staff support children to share and take turns through continuous praise and encouragement. This builds children's confidence and self-esteem and increases their concepts of expected and appropriate behaviour. If and when squabbles do occur between children staff calmly explain that toys have to be shared and that snatching toys can make other children sad. They provide short time limits to encourage sharing toys, for example, explaining that one child can have a few minutes on a tricycle before letting a friend have a turn.

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

Staff have a sound understanding of child protection issues and the procedures to follow in the event of concerns about children. There are appropriate vetting procedures in place that help ensure children are cared for by suitable staff. Procedures regarding the use of mobile phones and cameras in the setting are clear and implemented effectively by the nursery. All visitors to the nursery are required to show their identification and sign into and out from the nursery. A biometric security system further promotes children's safety as no unauthorised people can gain access into the nursery.

Staff carry out thorough risk assessments on a daily basis ensuring that any identified issues are dealt with effectively to reduce any hazards to children. In the event of any accidents, children are well cared for as the majority of the staff team have a valid first aid qualification. Clear fire evacuation procedures are in place to promote fire safety. Fire drills are practised on a monthly basis to ensure that all children are aware of the procedure to follow in the event of an emergency. The health and safety officer reviews the fire drill log and any problems encountered are effectively dealt with to ensure that these do not reoccur.

The nursery has addressed all the recommendations from their previous inspection. This demonstrates their positive capacity for improvement. Self-evaluation systems clearly identify the changes the setting has made to improve outcomes for children and additional areas it is planning to develop further. The Early Years Advisory teacher visits the nursery regularly and is on hand at any time to offer advice and support. A training plan is in operation and clearly highlights how staff are encouraged to complete additional training courses to extend their own personal development. Recent training includes the revisions to the Early years Foundation Stage, the progress check at aged two and renewing paediatric first aid qualifications. Staff have just started to complete the two year old progress checks with children who have reached this age. They are using their observations and comments in children's communication contact books to formulate these. An appraisal system is in place and this enables the manager to effectively support the individual training and personal development needs of staff.

Partnership with parents is good and enhances children's well-being. The nursery works closely with parents to fully meet the individual needs of all children attending. During settling in sessions the key person exchanges information with parents about their children to ensure that they will be able to meet needs effectively. Starting points are recorded so that the nursery can see exactly what children can do upon entry. This enables staff to plan activities that are age and stage appropriate and in line with any individual interests. For example, parents are asked to complete an 'All about me' form and information from this and initial observations made by the key person forms the baseline assessment from which staff start to plan for individual children. The staff link planning effectively to the guidance document Development Matters in the Early Years Foundation Stage. This enables staff to support each child to progress in the seven areas of learning at a level appropriate to their starting points. Verbal feedback is exchanged on a daily basis and this is supplemented by a written daily communications book which both the key person and parents contribute to. This helps parents to feel involved in their child's learning. A parental involvement policy is in place and the setting clearly outlines the benefit to children when the nursery and parents work together in partnership. Parents are happy with the nursery and praise the friendly, approachable staff team and how well their children are progressing, particularly with regards to their speech and language.

Documentation is maintained to a high standard and all records required for the safe and efficient management of the nursery are available. A comprehensive range of policies and procedures are in place. These are regularly updated to reflect changes in legislation and clearly underpin the nursery practices. For example, a written observation policy is in operation clearly setting out how observations will be used to assess developing needs and progress.

The arrangements for when children move from nursery to school are developing. The nursery is extending partnerships with other schools in the local area to further enhance these arrangements. Information about children's learning and development will be passed on in the 'record of transfer' document. This will ensure that teachers have information to support children's future learning as it will outline areas where children are developing emerging skills or are confident in their learning.

### **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 action. 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>	EY393241
<b>Local authority</b>	Bexley
<b>Inspection number</b>	910036
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Dorothy Bello
<b>Date of previous inspection</b>	16/11/2010
<b>Telephone number</b>	0208 311 9393

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## 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, which are usually the childminder's 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.

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