

Rising Stars

Brewery Road, Sittingbourne, Kent, ME10 2EE

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| Inspection date | 20/06/2013 |
| Previous inspection date | 29/05/2012 |

| 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 | | 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

- Children are happy and settled and show enthusiasm as they confidently join in activities in small groups or play independently with their favourite resources.
- The outdoor play is planned well and offers children a rich and imaginative variety of experiences and play options, which successfully incorporate all areas of learning.
- Close relationships and attachments by staff who nurture the children to ensure children are happy and secure, fully involved and confident in the nursery.
- Partnerships with parents, other providers and outside agencies are effective and contribute to ensuring children's individual learning and welfare needs are quickly identified.

It is not yet outstanding because

- Staff do not always fully encourage parents to engage in their children's learning in the nursery and at home.
- Staff do not always help children learn about keeping their environment tidy and the consequences of too many resources out at any one time.

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.

Inspection activities

- The inspector had discussions with the manager, deputy of the nursery and most staff members.
- The inspector observed children engaged in activities indoors and in the outside area.
- Five parents were interviewed and their views taken into account.
- The inspector sampled records and documentation relating to children's progress and development, safeguarding, staff suitability and questionnaires from parents.
- The inspector and manager undertook a joint observation in the pre-school room.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

Rising Stars Nursery registered 2011. The nursery is owned by a charity and is one of two in the area. The nursery operates from the ground floor of a purpose-built children's centre building in the Milton Regis area of Sittingbourne, Kent. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. All children have access to a secure outside play area.

The nursery is registered on the Early Years Register. There are currently 64 children on roll in the early years age range. The nursery are in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery currently supports a number of children with special educational needs and/or disabilities and supports a number of children who speak English as an additional language.

There are 10 members of staff who work with the children. Of these, five hold a recognised early years qualification at National Vocational Qualification level 3. One member of staff has Early Years Professional Status and one is working towards a Foundation Degree.

What the setting needs to do to improve further

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

- involve parents in practical ways to support their children's learning and development, and gather their views on a regular basis regarding their child's progress.

- help children learn about their own environment and ensure they understand about tidy up time

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage framework. They provide a broad range of interesting and challenging experiences, which contribute to children making good progress. Staff skilfully observe children and accurately assess their learning. They keep clear records of their progress, which means they have a good understanding of the children's individual abilities in all areas of learning. Staff are sensitive to how children are feeling and react appropriately to support children so that

they feel valued and important. A well-established key person system means that staff know the children and their families very well. As a result, they are able to plan effectively to meet children's individual needs, including those with special educational needs and those who are learning English as an additional language.

Staff foster children's communication and language development well by encouraging regular conversations throughout their time at the nursery. Children are developing a keen interest of books. Staff are very animated when reading and children become fully engrossed in the storyline, confidently sharing their opinions. They use their imaginations well as they make models using recycled resources. However, staff do not always help children learn about keeping their environment tidy as resources can occasionally clutter the space available. They work well together pouring and mixing the corn flour using different tools to fill the containers. As children play, staff ask open ended questions about numbers and counting, shape and size, to help them think and give them time to respond. Consequently, children have good opportunities to make choices and to develop and improve their mathematical skills.

Providing children with free access to the outdoor area is a particular strength of the nursery, enabling children to play outside in all weather. Staff provide many opportunities for the children to understand more about the world around them. They dig the soil in preparation for planting. They plant a range of flowers, herbs and vegetables and harvest what they grow. They use magnifying glasses as they search for worms while they dig. To support children's exploration and learning further, pictures of different types of insects and animals found in the garden are displayed. Children refer to these as they play and investigate nature. Children are developing their fine motor skills as they use scissors to cut out pictures from magazines. Staff offer gentle reminders about the importance of using scissors safely. They also remind them about what they can and must not cut, for their safety and well-being. Children develop good imaginations as they immerse themselves in acting out different scenarios during role play. Children play well with each other as staff support their understanding of turn taking and sharing resources.

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

Children are very happy and settle quickly as they have formed close, secure attachments to their key person. Meaningful information, such as, children's routines, likes and dislikes are discussed and this contributes to a smooth transition from home to nursery. Babies' routines are carefully followed. Therefore, they are able to sleep, eat and play as they choose so as not to disrupt their routine from home, and are in line with their parents' wishes. Children show willingness to participate in all activities offered and are able to do so in a safe and secure environment. This is because priority is given to safeguard children at all times. Children learn how to keep themselves safe as they practise fire drills and are familiar with clear instructions from staff.

Children's behaviour throughout the nursery is very good. This is because they know what is expected of them. Staff are good role models who speak calmly and respectfully to the children at all times. They praise children's achievements and efforts. For example, young

children are thanked for helping to tidy away. Children enjoy eating freshly cooked healthy meals and have ample portions to ensure they are not hungry. Some independent skills and decision-making are encouraged at mealtimes. For example, children pour their own drinks and serve themselves, deciding on their portion size. Staff are close at hand to encourage children to try foods and assist as required.

Children confidently take themselves to the toilet, wash, and dry their hands independently. All children have daily access to fresh air and exercise. They choose whether to put on their coats in spring weather, sometimes with a reminder, before going outside to play. Children have a good understanding of their own safety, which is fostered well by the staff. For instance, they remind children not to run in the nursery. Good support is in place to assist a smooth transition for children who are ready to move into the next room and those children who are preparing to go to school.

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

The inspection was brought forward following notification of an accident to a child. The inspection found that there are clear procedures in place and therefore, arrangements for safeguarding children within the provision are good. They have up-to-date and regularly reviewed policies and documentation. The provider has reviewed the incident on their risk assessments and completed a thorough investigation to ensure children's safety. Staff have completed safeguarding training and have a comprehensive knowledge of what to do and who to contact if there are any safeguarding concerns about the children. Thorough recruitment and vetting processes help ensure staff are suitable to work with children. Regular supervision and annual appraisals enable ongoing professional development for all staff, with attendance at different training courses including first aid.

The provider demonstrates a good capacity to drive improvement in the outcomes for children. Management and staff use self-evaluation effectively to identify and develop strategies to aid improvement and work in partnership with the local authority to develop their practice. This demonstrates their positive attitudes to drive improvement to support the children in their care. The manager monitors the educational programme to assess how well they are meeting the needs of the children. This has led to changes being made to the way observations and assessments are completed to provide a structure of focused observations alongside 'snapshot' observations.

Strong partnership working with parents means children receive the best possible care. A parents' forum is now established and enables parents to have their say, evaluate the provision and discuss any relevant information. A parents' notice board in reception and other useful information is displayed for parents. Arranged meetings with children's key person and an 'open door' policy means every opportunity is in place to enable parents to discuss and support their child's care and learning. However, staff do not actively engage all parents in supporting their child's learning at home and contributing to the assessment processes. Parents comment on their complete satisfaction of every aspect of the setting, in particular on the ease with which their children settle and the progress they make.

Primary school teachers meet the children at nursery and school visits are arranged as working in partnership has a positive impact on children. All these experiences help to prepare children overall so they feel more confident when they start school.

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

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| Unique reference number | EY432010 |
| Local authority | Kent |
| Inspection number | 923680 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 64 |
| Name of provider | Children and Families Limited |
| Date of previous inspection | 29/05/2012 |
| Telephone number | 01795 475 438 |

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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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