

Rising Stars At Datchworth

All Saints Primary School, Hollybush Lane, Datchworth, HERTS, SG3 6RE

Inspection date	11/07/2013
Previous inspection date	19/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Priority is given to supporting children's physical development. The outdoor learning environment provides stimulating activities that engage children and build on their interests; consequently the children have lots of opportunities to develop their physical skills.
- Partnerships with parents are effective as the staff are committed to working closely with parents to ensure continuity of care and learning for the children. Parents are very appreciative of the care given to their children by the staff.
- Children are very well behaved and play together happily. The older children are particularly caring towards the younger children. This creates a warm and friendly atmosphere.
- Children's continuity of care is supported well because staff work closely with the host school to share information about children's learning and development.

It is not yet good because

- The monitoring and support for staff performance is undeveloped as systems are not in place for staff appraisal and supervision.
- The process for self-evaluation is not sufficiently robust to demonstrate how targets are prioritised and planned for to drive continuous improvement.
- Staff qualification requirements are not met, so children do not benefit from the support of sufficient qualified staff.

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 observed activities in the classroom and outside area.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at planning, evidence of suitability of practitioners working in the setting, policies and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Linda Bird

Full Report

Information about the setting

Rising Stars at Datchworth was registered in 2008. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom in All Saints Primary School, Datchworth, Hertfordshire. The children attending the club all attend the host school. The children have use of a large hall, classroom and a secure area for outdoor play. The club is privately owned and is one of two settings owned by Rising Stars Pre-School Limited. The club opens five days a week during school term times only. Sessions are from 3pm until 6pm. Children attend for a variety of sessions.

The club employs three members of staff; of these, one has a diploma in playgroup practice and two are unqualified. A maximum of 20 children between four and eleven years may attend the club at any one time, currently there are three children attending within the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that systems are in place for the regular appraisal and effective supervision of staff
- ensure staff qualification requirements are met at all times so children are fully supported in their learning and development.

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

- develop and review the self-evaluation process to identify and prioritise targets for improvement.

Inspection judgements

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

Children enjoy their time at the club. They are motivated and eager to play and learn. Staff show a satisfactory understanding of strategies that engage children's interest and plan fun activities that encompass the areas of learning. The staff organise outdoor provision particularly well and this is a strong feature of the club. Children are able to access a broad range of toys and equipment; as a result, they are active and independent

learners.

There is freedom of movement between the indoor and outdoor areas. The children thoroughly enjoy being outside and playing on the climbing apparatus and participating in a variety of ball games. They enjoy running and playing in the spacious outdoor area. The play house provides a role play area which stimulates the children's imagination and their ability to make believe. They are able to represent their own ideas, thoughts and feelings through role play. These experiences effectively contribute to children's broader learning experiences and to their physical development in particular. The adults engage with the children making the games fun and encouraging the children to run fast and to participate fully. The children behave extremely well and the older children are caring towards the younger children. The children demonstrate good physical skills in coordination, running and climbing.

The children are encouraged to be independent in their learning and they are able to choose what they want to do. The staff provide a well-resourced range of games and construction equipment for the children to explore and create. Children enjoy working together to build a ship. The children plan and discuss the building of a ship and work independently of adults. They are motivated and curious learners. They encounter problems with the height of their construction and following debate decide to limit the size so that the ship remains stable. Children concentrate and persevere for an extended period of time. Adults intervene appropriately to offer praise and encouragement; this supports the development of self-confidence and encourages children to persevere when faced with a challenge. The children work well as a team and communicate effectively.

Adults ensure an appropriate balance between child-initiated and adult-led activities. The children enjoy mixing flour and water together to create shapes and drawings in the mixture. The adult explains how to mix the two substances together; the children enjoy feeling the texture of the mixture and get satisfaction from manipulating the substance to achieve a planned effect. The adult engages and maintains the children's attention by talking to them about what they have drawn and suggesting other things that they might like to try.

Staff observe the children and make assessments to monitor their progress and use these assessments to plan suitably challenging activities. Staff play with and listen to children, questioning them during activities in order to extend their learning and enhance understanding. This approach complements the learning gained in school during the day and provides a continuity of experience for the children between the host school and the club. Children are making satisfactory progress in meeting the early learning goals, but this is limited by the lack of staff with appropriate qualifications and limited opportunities for training. The staff provide daily information to parents on the activities that the children engage in. Parents are therefore kept informed about their children's interests and progress.

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

A key worker system is in place to support the youngest children. This helps the children to feel safe and secure in the club. Relationships are strong at all levels and it is good to see the older children supporting younger ones. Children play happily together and enjoy each other's company. Children behave extremely well; they are encouraged to behave in a positive and respectful manner. The provision has a warm and friendly atmosphere.

The club supports children in developing a healthy lifestyle. They are encouraged to learn the importance of basic hygiene and ensure their hands are clean before eating. The staff give clear messages to the children to ensure they are developing a good understanding of why it is important to have a healthy lifestyle. The children are provided with a nutritious afternoon tea which includes plenty of fruit and vegetables. The children help to prepare their tea, laying the tables and preparing the food. Adults teach children to keep themselves safe; as they use cheese graters the adults remind the children how to do this safely without hurting themselves.

The club provides a stimulating, well-resourced environment to support children's all round development and emotional well-being. The children have use of a very spacious enclosed outdoor area and some physical activities are also held in the hall. The children make the most of the opportunities to run, climb, play games and enjoy fresh air. The club successfully promotes children's physical development and well-being. The staff know the children well; consequently, the children will approach staff about their needs. This positive adult interaction helps to develop children's confidence and self-esteem. There are well developed systems in place for helping the youngest children to settle quickly and happily into the club. Parents are particularly appreciative of the care shown to their children and the good dialogue between parents and staff helps the children feel comfortable and to settle quickly.

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

The manager and staff work closely together forming an effective team. They know the children very well and are committed to providing good-quality provision for them. They generally have a clear understanding of the Early Years Foundation Stage requirements and strive to deliver an enjoyable experience for all the children. The manager monitors the planning and assessment to ensure that all children make at least satisfactory progress. However, staff qualification requirements are not met and the club lacks systems for the performance management of staff. There is no annual appraisal of staff, nor are supervision meetings held. As a consequence, staff personal development is not sufficiently monitored or supported. This prevents staff from being able to fully support children's learning and development to ensure they make good progress. These are breaches of the statutory requirements of the Early Years Foundation Stage and the lack of qualified staff is a breach of the requirements of the compulsory part of the Childcare Register.

Relationships with parents are well developed and this partnership makes an effective contribution to meeting the individual needs of children. Parents spoken to at the time of the inspection stress how much their children enjoy attending the club. The manager and

her staff liaise closely with the headteacher and teachers of the host school. Communication between the school and club is well developed and this helps to ensure that the children's welfare and learning needs are met. For example, the Foundation Stage teachers provide information on the projects and topics that the children are following as part of the school curriculum and staff use this information to support children's learning.

Staff have a good understanding about safeguarding children and understand their role in protecting them. The children are carefully supervised both indoors and outdoors. The club has appropriate policies in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Risk assessments are carried out on a daily basis each afternoon before the children arrive. Emergency evacuation procedures are regularly practiced with the children so they know what to do in an emergency. Staff create an environment that is safe and welcoming, where children feel secure and happy.

The manager and staff are committed to making good provision for all the children. They have fully addressed the recommendations from the previous inspection. The club has made changes and improvements to the provision, but lacks a robust approach to self-evaluation; consequently, not all legal requirements are met and targets for improvement are not clearly identified and prioritised.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

Met

To meet the requirements of the Childcare Register the provider must:

- ensure staff qualification requirements are met at all times (compulsory part of the Childcare Register).

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

Unique reference number	EY370690
Local authority	Hertfordshire
Inspection number	878608
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	3
Name of provider	Rising Stars Pre-School Limited
Date of previous inspection	19/05/2009
Telephone number	01438 812 381

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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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