

Rising Stars Children's Centre

Worsbrough Common CP School, Bruce Avenue, BARNSELY, South Yorkshire, S70 4EB

Inspection date

Previous inspection date

31/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	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

- Highly experienced staff have outstanding knowledge of how children learn and combine this with a very secure knowledge of each child's individual needs. This enables very successful promotion of children's care and learning.
- Children are extremely inspired and consistently demonstrate the characteristics of effective learning. Staff have very high expectations of themselves and children and use their professional knowledge and understanding of how children learn through exciting, fun and challenging opportunities, to provide an educational programme that stimulates and engages all children.
- The effective use of the local woods and the implementation of forest schools activities enables all children to develop an understanding of the wider world.
- Children's needs are outstandingly well met through highly effective partnerships between the nursery, parents, family support workers, teachers and outside agencies.

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 observed activities in the playrooms and the outdoor area.
The inspector spoke with the staff team, head teacher, day care leader and family support leader at regular intervals throughout the inspection and made observations of the children present.
- The inspector looked at all relevant documentation provided.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector spoke to the children during free play.
- The inspector took part in a joint observation with the head teacher.

Inspector

Hayley Gardiner

Full Report

Information about the setting

Raising Stars Children's Centre was registered in 2006 on the Early Years Register. It is situated in a residential area of Barnsley, South Yorkshire, and is joined onto the Worsbrough Common CP School. The nursery serves the local and surrounding areas. It operates from two playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above. This includes two staff with a level 6 qualification, two who hold Qualified Teacher Status and one member of staff who has achieved Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 66 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop further the excellent range of challenging activities provided for the older children by giving them extra real life experiences. For example, using real knives when exploring fruit and vegetables during focused activities.

Inspection judgements

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

Children make outstanding progress in their learning, including those with special educational needs and/or disabilities, as key persons have an exceptional knowledge of how individual children learn. The nursery team are highly experienced with an extensive knowledge of how children develop and how this links to the early learning goals. The children are very happy and secure and are supported by staff who are highly efficient and know the children well. Staff make plans for inclusive activities based on their observations of what individual children can do. Planning is thorough, and meaningful observations and assessments ensure the needs of all children are identified and embraced. The specific information they keep on each child means staff can plan inventive and stimulating learning activities for the children. Educational programmes have depth and breadth and are accurately matched to children's ages, stages and resulting needs. Observations are

made regularly on children's learning and these are compared to expected developmental norms for children's ages. Comprehensive assessments are made of children's learning, through following their progress in detail. Therefore, staff can attend to any gaps in learning that may occur, so that early intervention can avert future difficulties. Consequently, all children, including those with special educational needs and/or disabilities make exceptional progress. This is because their progress is precisely checked to ensure their needs are very well met. All children are very well-prepared for their next steps in learning, including full-time school.

Staff and children are very self-assured, passionate and enthusiastic. They work extremely well together. Children are very confident to speak to visitors and show them what they are doing. The children spoke freely to the inspector. This shows that they feel safe, secure and have excellent self-esteem. This is a very well-resourced nursery, both indoors and outdoors. The outdoor area contains a mud kitchen where children can build mud pies and dig while exploring and experimenting with the mud and open-ended resources. Children delight in outdoor play, moving the wooden beams from the decking to search for bugs and mini-beasts. Children have excellent opportunities to develop their understanding of technology, reading, writing and mathematics. Children use their imaginations very well in play and are physically very capable. Children access the school hall where they can use the 4D interactive board and scenes. Staff intuitively challenge and extend children's thinking as they engage in play. Children actively listen as the staff talk about Halloween and the pumpkin. They become excited as they scoop out the inside, chatting freely about going trick or treating. Children have an excellent range of challenges within the setting, however, occasionally there are times when opportunities to provide children with extra challenge are overlooked, for example, when staff take off the lid of the pumpkins instead of exploring this with the children.

Staff interaction with children and babies is of a consistently high standard. As a result, the quality of teaching and learning is outstanding. Babies and young children have a flexible and stimulating environment in which to play and learn. For example, babies relish play using open-ended resources, where they explore the objects with their hands, feet and mouths. Older children take part in circle and singing time with 'Sally spider' and the nursery rhyme props; staff enthusiastically sings the children's chosen songs, as well as the doing the actions. For example, 'Hickory dickory dock'. This highly encouraging interaction with staff supports the children to join in and enjoy the session fully and staff give the children lots of praise. Children's literacy skills are well supported because the books are freely accessible for them to choose from and enjoy. They have many opportunities to make marks, resulting in their early hand writing skills being developed well. There is an extremely high level of willingness from children to take control and participate because they feel very much part of the decision making process.

The staff provide children with exceptional opportunities to think by skilfully questioning them during play, so that children think about the answer and respond appropriately. For example, a member of staff asks a child 'what do you think it could smell like?' the child thinks for a moment then responds by saying 'a banana'. Children are asked questions freely in play, such as 'what do you think?' 'What is this shape' and 'what can we do with this?' Lots of praise is given for their successful answers, boosting children's self-esteem in preparation for school. Further learning opportunities, such as meal times, encourage

children to increase friendships and personal, social and emotional skills.

The interests of the children are incorporated into the planning of the activities exceptionally well. This outstanding planning results in children being extremely interested and highly motivated to learn. Parents contribute their views on their children's learning and, together with day care staff and the family support staff, they share ideas for children to continue their learning at home. This highly effective partnership increases children's ability to make rapid progress in their learning and development. Staff are motivated and enthusiastic to include parents and exchange information about children's learning and development. Staff provide daily verbal and written information about children's activities and learning in order to support parents' engagement with their child's learning.

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

Children have a really comfortable relationship with their key person in this welcoming setting. The key person takes time to get to know all the children very well. Children are calm within the setting and are fully at ease, this means the children's individual needs are effectively met, promoting their well-being. The staff work closely with parents from the start of their child's learning journey, gathering information, including details of any specific needs, information about any allergies or cultural requirements. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as sleep times. The staff plan effectively to make sure children are happy and have plenty of attention to make them feel special.

The relationship between the staff, the children and their parents is highly effective in ensuring outstanding care for all children. Children feel very secure and thrive because they form very secure emotional attachments. They smile and laugh freely and as they get older, they begin to enjoy cuddling close to the staff to read books. This gives children a strong, secure base and the confidence and self-esteem to progress and support their transitions to school. As a result, children are highly enthused, curious learners who participate eagerly in games and activities. Children are very confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows children's increasing independence in making decisions about their own play and learning.

Children are very well-mannered and handle their own behaviour particularly well because the behavioural rules are fully embedded. Sensitive reminders and positive reinforcement means children receive consistent messages, such as 'Please don't climb on the chair as you may fall'. Children build excellent relationships with their friends. They work together extremely well to create play.

Exceptionally good attention to hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious, healthy snacks, such as, fruit, breadsticks and cheese. Children enjoy fresh air and exercise. Children delight in using the local community for

trips and outings which further promotes aspects of their physical play. For example, regular trips to the woods support children's physical development and enrich their understanding of the wider world. Recently, parents and children took part in a project in the local woods where they hung their child's dummy onto the tree so the dummy fairy would take it away. This successful event was based around the Every Child A Talker project and developed parents' knowledge of how dummies can hinder children's speech development as well as helping them to understand the value of their children's adventures in the woods. Children thrive from the nursery's planning and implementing of forest schools.

The staff are highly skilled in encouraging children's independence, inclusion and learning during play and daily routines. Staff talk about what they are doing so that children understand risks. They also encourage children to take manageable risks that offer effective challenges. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children comply fully with expectations and learn to keep themselves extremely safe in an emergency through practising the escape plans. Becoming increasingly safety aware, making friends and learning self-care skills, means children gain essential skills and attitudes to support their future move to other settings or to school. Children are extremely well prepared for the move to school and their future learning. The staff have developed good links with the school joined onto the nursery, local schools, nurseries and pre-schools. The staff regularly attend meetings with schools, social workers, parents, parents support workers and other professionals to ensure children are safe, protected and their individual needs are fully met.

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

The nursery is joined onto the Ofsted rated Outstanding school, Worsbrough Common CP in Barnsley and has family support workers working within the setting. The nursery has a graduate led work force with many years of childcare experience. This inspirational leadership team encourages an extremely inclusive environment, where adults and children feel valued and respected. Children's care, welfare and learning are significantly enriched by the highly effective way in which the setting is led and managed. The leader's passion, commitment and enthusiasm is infectious, having an extremely positive impact on other practitioners and children. The contribution of all practitioners, parents and children is acted upon to ensure the provision is of a high quality so that all children's needs are met. The teachers, nursery staff and family support workers are all part of projects teaching and mentoring other settings in aspects of the learning and development for children. For example, the leader of the nursery goes to other nurseries to support them in implementing aspects of forest schools.

Staff who work directly with the children, demonstrate outstanding knowledge of the learning and development requirements. The management team is extremely proactive in monitoring their setting and practice to provide an inspiring learning environment for children to excel in. They plan stimulating and exciting activities to provide children with

challenge and to support each child in their own learning and development. A self-evaluation document and action plans are completed to constantly monitor the provision and the learning environment for children. The management and staff have extremely high expectations of themselves to provide an excellent learning environment for children. Appraisals and regular discussions with the management team ensure that practitioner's training and professional development is personalised to their needs and to those of the nursery. They then share this knowledge and that which they gain on training courses, and cascade this to other staff during meetings.

The management team and staff demonstrate a very secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff attend regular training covering child protection, health and safety and differing medical conditions. Very detailed and inclusive policies and procedures are in place to cover all aspects of the provision and these, consequently, help staff effectively meet the needs of each and every child. This enables the children to have fun in a calm and tranquil environment and parents can relax in the knowledge that children are extremely well cared for. Children's welfare is expertly safeguarded as all practitioners have comprehensive knowledge of the safeguarding policies and procedures. Completion of training with regard to child protection means they are fully up-to-date with current best practice. They are skilled in effectively recognising any child who may be at risk of harm and take the appropriate action. Robust risk assessments of the premises, completion of regular fire drills and adults qualified in first aid, means children's well-being is never compromised. The manager is consistent in her high expectations of staff. Supervision is regular and all practitioners have opportunities to develop their professional skills and knowledge.

Children's needs are met to an outstanding level through highly effective partnerships between the nursery, parents and outside agencies. Parents praise the nursery and the service it provides. They comment how 'caring', 'welcoming' and 'flexible' the staff are and how their child 'never wants to leave'. School teachers are also invited into the setting to talk at length with the children's key workers. Children are accompanied into the school with key persons, family support and parents to ensure they know their new surroundings. This sharing of information, about children's learning and development, prior to the children leaving the setting, supports the transition process into school very well.

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	EY319923
Local authority	Barnsley
Inspection number	856915
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	66
Name of provider	Worsborough Common Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01226 320513

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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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