

Rising Stars Daycare

Hoskins Community Centre, Hoskins Close, LONDON, E16 3RU

Inspection date

06/11/2013

Previous inspection date

24/07/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff have a developing knowledge of the Early Years Foundation Stage, which they use to provide children with a range of learning opportunities.
- Staff help children to lead healthy lifestyles through daily access to fresh air and healthy, balanced meals and snacks.
- Partnerships with parents support the two-way flow of information, which helps to promote continuity of children's care routines and learning and development.

It is not yet good because

- Staff are inconsistent with the quality and use of observations to identify and monitor children's current stages of learning and development.
- Staff do not always ensure that hot food is suitably cooled prior to serving it to the children.
- Staff do not consistently support children's understanding of turn taking and sharing during group activities to help them learn about behaviour expectations.
- Staff do not all engage consistently well with children during activities to extend their learning and development.

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 the children and staff interacting and playing together.
- The inspector checked evidence of staff's qualifications and suitability to be working with children, including Disclosure and Barring Service checks.
- The inspector spoke to the manager, staff and children.
- The inspector sampled a range of children's development records, observations and planning.
- The inspector completed a joint observation with the manager.

Inspector

Sue Mann

Full report

Information about the setting

Rising Stars Daycare registered in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and operates from Hoskins Community Centre, in Victoria Docks in the London Borough of Newham. There is an enclosed outdoor play area. The nursery is open Monday to Saturday from 7am to 7pm all year round.

There are currently 22 children on roll, who are all in the early years age range. The nursery employs 12 members of staff, of whom nine hold appropriate early years childcare qualifications. The nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- strengthen the use of observations, assessment and planning to identify children's current stages of learning and development and use this information to plan for children's next steps
- ensure that those responsible for the handling of food are competent to do so and take appropriate measures to ensure that food is of a suitable temperature when served to children.

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

- further develop children's understanding of turn taking and sharing in group activities, for example by providing enough resources to enable all children to take part
- develop staff's confidence in joining in with children's activities and experiences to help children extend their learning.

Inspection judgements

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

Staff generally demonstrate a developing knowledge of The Early Years Foundation Stage. This means that staff implement the educational programmes for children by providing

activities and experiences which touch on all seven areas of learning and support young children's development in the prime areas. However, staff are not always consistent in supporting children to extend their learning through the different activities, which means that the quality of teaching is variable. For example, some staff join in enthusiastically with children as they dance to music. They encourage the children to move in a variety of ways, which helps to support children's physical development. However, other staff are less enthusiastic and do not fully involve children to help them enjoy and take part in the activity. This means that not all children receive the same consistent support to learn and develop.

Staff gather information from parents about children's interests and current stages of learning and development through the use of child record forms and 'all about me' documents. Therefore, staff know children's starting points on entry and are able to plan activities which are familiar to the children and reflect their interests. Overall, staff show an increasing understanding of how to observe children and how to use this information to plan for children's next steps. However, staff do not effectively use observations to identify children's current interests and stages of learning and development. Therefore, staff do not fully support children's progress through appropriate activities and experiences or monitor whether children are making consistent progress in relation to their starting points.

Overall, most staff are developing their own professional practice to be able to support children's communication and language development. Staff use sound questioning techniques to extend children's literacy development through enabling them to think their ideas through and make connections between different parts of their life experiences. For example, during a painting activity, staff help children to think about the colours they are using and what happens when two colours are mixed together. This supports children's awareness of the colours in the environment and what they are doing. However, some staff miss this opportunity to extend children's learning through purposeful teaching, such as through the use of open questions, which results in variable learning experiences for some children.

Generally, children enjoy listening to stories read to them by the staff. Staff use props, such as monkey toys, which relate to the story and enable children to take an active part in the story, which enhances their experiences. Children learn to count the number of monkeys still in the bed, and use simple mathematics to work out how many are left, after one has fallen out. However, some children are not able to share or take turns in using the props, which means that the experience of listening and taking part in the story is constantly disrupted as staff have to deal with children who are not sharing.

Information sharing through daily feedback and communication books enables parents to see what their child has done during the day and any achievements they may have reached in their learning and development. Staff produce learning journals for every child, which they share with the parents. There are developing systems in place for staff to use to assess children's progress between the ages of two and three, which supports the early identification of any concerns in a child's learning and development.

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

Overall, children are settled in the nursery, as staff provide stability for their personal, social and emotional development through the use of a key person system. This helps children to develop feelings of security and provides a familiar person for them to turn to for a cuddle or reassurance. Consequently, children separate from their parents easily. The youngest children enjoy warm, loving and consistent care and support from their key person, which helps children to show a sense of belonging. Key persons are attentive to children needs, adapting routines to meet their individual requirements. For example, when children become too tired to eat their lunch staff put them to bed, saving a meal for them when they wake up. This helps to support children's needs and emotional well-being.

Children generally behave well in the nursery. Staff use consistent rules and gentle reminders to support children to manage their own behaviour. Consequently, children learn not to run indoors and to say 'please' and 'thank you' to staff and their friends. However, during group activities, such as story times, some older children find it hard to share and take turns, which means that the story time does not run smoothly. Staff try to support children's understanding of sharing and turn taking, but this is not consistent and results in children arguing over the use of the resources.

Staff collect information about children's dietary requirements through the use of child records forms, which parents fill out at the start of each new care arrangement. This information helps to ensure that children are not given any foods, which are known to cause allergic reactions or are against cultural preferences. Children develop a suitable understanding of the importance of leading healthy lifestyles as they have healthy, balanced and nutritious meals and snacks. The nursery employs a cook, who prepares fresh meals daily. Children enjoy eating the hot meals, such as tuna lasagne and have fresh fruit for snack each day. In addition, children all have access to fresh drinking water, which means that they are able to freely help themselves to a drink when thirsty. The youngest children have individual beakers, which means that they also have fresh water offered regularly. All children are able to enjoy daily fresh air, as they play in the nursery garden. This provides opportunities for children to develop their physical skills, as they play on the wooden climbing frame and ride around in the various bicycles and sit and ride toys available. This supports children's health and well-being, as well as their understanding of safety as they learn to move around the garden with care.

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

This inspection was brought forward as a result of concerns raised to Ofsted regarding unvetted staff being left alone with children for long periods. The inspection has found that the nursery has satisfactory recruitment and vetting procedures in place to ensure that all staff are suitable to work with children, including through the completion of Disclosure and Barring Service checks. In addition, staff show an awareness of the need to ensure that any member of staff who has not completed the necessary checks is not left

alone unsupervised with any children.

The manager shows a suitable understanding of her role and responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. The manager ensures that all staff have an up-to-date knowledge of how to safeguard children, including through appropriate deployment and supervision. Regular staff meetings mean that the manager can revisit the safeguarding policy and procedures to make certain staff understand how to protect children's welfare. Consequently, staff show through discussion their awareness of the signs and symptoms that may indicate concerns about a child and the procedures they should follow if they have any concerns about a child in their care. The staff's use of risk assessments and daily checks work well to ensure that the environment is safe for the children who attend.

The manager has formulated clear action plans to identify and improve the nursery's weaknesses and, in turn, the outcomes for children. The manager has worked hard to improve the nursery since the last inspection. This means that the actions previously raised at the last inspection have been successfully addressed. Consequently, the manager shows that she has the capacity to improve the educational programmes for children and meet the legal requirements of the Statutory Framework for the Early Years Foundation Stage. However, this is still a work in progress, with further aspects of the nursery still requiring improvement. The manager has recently appointed a room coordinator, whose role is to improve the way the staff deliver and monitor the educational programmes for children. For example, she monitors the quality of the staff's observations on children and the learning journals. Consequently, the quality of observations and assessment is improving slowly, but staff are not consistently able to efficiently observe children and identify the impact activities are having on their learning and development. This means that children's progress is not fully monitored to help every child to make consistent progress in relation to their starting points.

The manager has made contact with the local borough early years advisors, who have been working with her and the staff to develop the nursery's practices and the staff's quality of teaching and support for children. The manager uses performance management to seek the views of staff through the regular staff meetings and one-to-one appraisals and supervisions. This means that staff are able to put forward their suggestions for improvements and request any additional training or resources which they feel would promote positive outcomes for children. Staff seek the parents' views through verbal feedback, which helps to ensure that the parents are able to comment on any aspects of the nursery they feel could be improved. In addition, staff ask the older children what they like, which means that the children's views are also taken into consideration. Current plans for improvement are to support the staff to use observations and assessment more rigorously to identify children's current stages of learning and development.

There are systems in place to support children who are moving from the nursery to school. The nursery has not been operating long enough to have any children start school. However, the manager has made links with the local primary school teachers, to enable children to meet their teachers in the nursery prior to starting school. Consequently, children will be able move smoothly between nursery and school. The manager has plans to complete reports and pass them on to the teachers, ensuring continuity of children's

learning and development and progress. The nursery runs an after school club, which means that information sharing systems are already in place to relay information from the teachers to the parents when they collect their children. The manager and staff have made links with external professionals, such as speech and language therapists, which enables staff to seek support for children with special educational needs and/or disabilities. This helps to provide support for staff to enable them to meet individual children's needs.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY452973
Local authority	Newham
Inspection number	941933
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	22
Name of provider	Dorothy Bello
Date of previous inspection	24/07/2013
Telephone number	07882 688144

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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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