

# Rising Stars Pre School

752 High Road, Leyton, London, E10 6AA

<b>Inspection date</b>	21/11/2013
Previous inspection date	07/03/2013

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

- The key person system creates a genuine bond between the staff and the children.
- Staff's activity plans build on children's interests and their specific needs.
- All children's communication and language skills are developing well through every day routines and planned activities.
- Children enjoy respectful relationship with adults and each other.
- Children develop good personal hygiene routines and self-care skills.

### It is not yet outstanding because

- Staff miss opportunities to draw children's attention to the patterns they create during activities and play.
- Children are not always supported to use their existing knowledge about favourite stories to predict what happens next or interpret the ending in their own way.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector interviewed the manager.
- The inspector observed the staff interacting with children and children interacting with staff and their friends.
- The inspector sampled a range of documentation, including the register of attendance, safeguarding policies, and staff records.
- The inspector interviewed parents.
- The inspector carried out a joint observation of an activity with the manager.

## Inspector

Jennifer Liverpool

## Full report

### Information about the setting

Rising Stars Pre-School Ltd registered in 2012. It is one of two settings managed by a private provider. The pre-school is located in Leyton in the London Borough of Waltham Forest. The pre-school is located at The Apostolic Church and two rooms are used, including the main hall. An enclosed area is available for outdoor play. The pre-school is open each weekday from 9 am to 3.30 pm, term time only.

The pre-school serves the local community and children attend for a variety of sessions.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 36 children between the ages of two and five years on roll. The pre-school receives funding for the provision of free early education for two, three and four-year-old children. The pre-school supports children learning English as an additional language and children with special educational needs and/or disabilities.

The pre-school employs seven members of staff; all of whom hold appropriate early years qualifications at level 3. The manager has a BA Honours degree in early years and achieved the Early Years Professional status.

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

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

- encourage more able children to predict the story lines in order to support their literacy skills and extend their own ideas
  
- develop children's awareness of pattern in their work and in the environment.

### Inspection judgements

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

Staff planning of the curriculum is linked closely to their observations and assessments of the children. Staff use their notes to identify the next steps in the children's development in order to help move the children on in their learning. There is clear evidence that staff do this through a theme that is relevant to the children and helps to make learning fun. For example, staff use the topic of shopping to help support children's communication and language skills, understanding of the world and their creativity. Staff build on children's interests by asking children about what they can do and their preferences. Staff write up children's comments and display them so that all staff can use the information to plan purposeful activities for the children. Consequently, children enjoy their time at the pre-

school and they progress well.

Staff are fully aware of children's different levels of communication and language skills and provide one to one and small group activities for children with additional needs and children who are less confident. For example, staff provide a quiet area where children can sit with an adult or small group of children to talk or read short stories. Staff introduce a variety of opportunities for children to talk, such as when discussing children's interests, during circle time sessions and in role-play activities. Staff effectively interact with children, ask questions and encourage children to engage in conversation, which helps to promote children's communication and language. For example, young children are beginning to answer questions and join in conversations with adults and other children. Older children are learning to ask questions, give answers and also to take turns to speak when in a group at circle time sessions.

Staff provide a good range of books that are suitable for the children's different stages of development, such as books with flaps, board books, stories and factual books. All children show good book handling skills. Young children show interest in books as they sit with staff to listen to stories and look beneath flaps to see what they can find. Children enjoy listening to well known stories and taking part in re-enacting the story. Staff encourage children to join in and recite some of the text. However, they do not always challenge children who are more able to predict what happens next or to make up the ending of a story to enhance their literacy skills. In response to the recommendation raised at the last inspection, staff now actively encourage children to be independent by allowing children to pour their own drinks and attend to their personal needs.

Staff display a range of different simple and complex shapes in the room, which enable children to become aware of shapes and recognise them. This promotes children's mathematical awareness. However, staff do not always draw children's attention to the patterns that children create when using roller stamps on soft dough, threading coloured beads and when moving a small car with wheels in shaving foam. Children become aware of their own and other cultures as they take part in well planned activities and topics. For example, staff help the children to develop an understanding of the reasons why some people fast during Eid and they show the children how to do African dance as part of the celebration for Black History month. These activities encourage children to learn to appreciate other cultures and accept differences.

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

Children are happy when they arrive and most of them settle quickly into the morning routine to explore and try out a range of activities. Overall, children demonstrate a growing self-confidence. The key persons work with parents at the start of children's placement to help children settle into the pre-school. Parents provide key persons with information about their child's care routines, which the key person uses to help ensure that children's individual routines are in place and that the children receive individual care and attention. Children develop a genuine bond with their key persons who are receptive to their needs. For example, the key person is responsible for carrying out intimate care

routines with their key children and plan activities to meet the group needs of their key children. This helps children to see themselves as a member of a group and become aware of the needs of others. The staff have good systems in place to support children with additional needs. They work closely with parents and outside agencies to help ensure that the needs of the children are well planned for and met. Staff provide opportunities for children to take part in group activities where they work and play with their friends over a period of time, such as, ring games and circle time sessions. This helps children to learn to build relationships and cooperate with their friends.

Staff support the children to learn about the golden rules of the pre-school, which include sharing and taking turns and to be kind to each other and the environment. This helps children to understand what is expected of them and to know the boundaries. Children are developing an understanding of how to keep themselves safe as they avoid walking in areas where staff place a yellow bollard to let them know that the area is wet. Children play in an environment where they learn to follow good hygiene practices. Staff's good daily routines, activities and simple explanation help children to learn how to avoid passing on germs. For example, children know to wash their hands after visiting the toilet because staff place pictures and posters at children's level as a reminder. Children use liquid soap and dry their hands before leaving the toilet. Children enjoy moving in different ways when they sing action and rhyme songs and clap their hands, shake their bodies, move their arms and peddle tricycles. Staff encourage children to develop their balance and coordination as they provide them with a suitable range of play equipment outdoors. Children are developing good fine motor skills/hand movements as they are provided with a range of small equipment such as beading frames, threading beads and they use mini spades to scoop up sand.

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

Children's welfare is promoted because the staff are secure in their knowledge of child protection issues and how to proceed if they have any concerns about a child. The pre-school has comprehensive safeguarding policies and procedures in place, which they make accessible to parents. Children are kept safe because staff carry out daily risk assessments to identify and address potential hazards. The manager is enthusiastic and has clear aims for the pre-school. She encourages all staff to take part in the self-evaluation process and together they work hard to continue to improve the service they provide for the children. The manager has put effective systems in place for the continual assessment and development of staff, which enable staff to further develop their knowledge of childcare and education.

The manager and the staff welcome the support they receive from the local authority and have acted upon the advice given. Consequently, the children now enjoy a broad range of indoor and outdoor play experiences, which supports their learning and development well.

The pre-school has had a change of manager since the last inspection and this has contributed towards the good quality care that the children receive. For example, the

manager has reviewed and strengthened the key person system, which enables children and their key persons to have effective relationships.

The manager and staff have fully addressed the actions raised at the last inspection. As a result of this, the pre-school has put in place effective recruitment procedures to help ensure that suitable, experienced and qualified people are appointed to look after the children. In addition to this, they maintain the record of attendance so that it accurately reflects children's arrival and departure times and plan activities that are tailored to children's individual needs. The manager is keen to continue to improve the outcomes for children. She has started to identify new targets that include developing the outdoor play space for children's learning and working more closely with local schools.

The staff have established good relationships with parents. Staff give daily feedback to parents about their child's day. They also complete a daily diary for the parents of younger children, which consist of children's care routines, activities and any significant information relating to the children's well-being. This helps to promote consistency of care for the children. Staff involve parents in their children's learning by encouraging them to share their child's experiences from home and inviting them to contribute to their children's assessment at parents' meetings. The parents comment favourably about the pre-school. They say that their child enjoys attending the pre-school, that their children are making progress, the staff are welcoming and the pre-school has made positive changes.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY456843
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	925313
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Rising Stars Pre School Ltd
<b>Date of previous inspection</b>	07/03/2013
<b>Telephone number</b>	02085390550

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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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