

Rising Stars Nursery & Daycare

14 Church Lane,, Tottenham, LONDON, N17 7AA

Inspection date

12/12/2013

Previous inspection date

26/11/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Staff make good use of observations and assessments to identify gaps in children's development, particularly when children first start. They use these effectively to identify children's next steps and to progress them further.
- Staff promote children's communication and language skills well as they use good questioning techniques. Therefore, children are confident communicators.
- Children are settled and confident because staff take very good care of their emotional well-being.
- Staff have good relationships with parents who say they are very happy with the way their children have settled and are learning in the nursery.

It is not yet outstanding because

- Staff do not always make the most of opportunities to promote children's literacy skills; for example, by taking a consistent approach to developing early writing.
- Staff do not organise the outdoor area as well as they might so that children can participate in activities that cover all areas of learning.

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's activities and staff's interaction with children.
- The inspector held meetings with the provider, deputy manager and key persons.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector spoke to some parents and took account of their views during the inspection.
- The inspector looked at a sample of the nursery's policies and procedures and staff's records.

Inspector

Yasmine Hurley

Full report

Information about the setting

Rising Stars Nursery was registered in 2011. The nursery operates from a converted house in the Lordship Lane area in the London Borough of Haringey. It occupies two floors with a baby room, toddler and preschool room, kitchen, toilets, office and training room. An enclosed outdoor play area is available for outside play. The nursery is open each weekday from 7.30am to 6pm, for 50 weeks of the year. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 52 children on roll all of who are in the early years age group. The nursery receives funding for the provision of free early education for children aged three-and four-year olds. The provision supports children who speak English as an additional language. There are 14 members of staff, all of who hold relevant childcare qualifications including the manager who holds a qualification at level 6.

What the setting needs to do to improve further

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

- strengthen opportunities further for children to experiment with writing and to write their own names, to prepare them as well as possible for the move to school
- plan further opportunities for children to be creative outdoors.

Inspection judgements

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

Staff care for children very well in this welcoming, inclusive and children-centred nursery. They have a clear understanding of how to meet the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Therefore, they enable children to make good progress. Staff plan stimulating and exciting activities in all areas of learning and have developed effective planning methods, which take full account of each child's individual learning needs and interests. As a result, children are keen to learn. Key persons observe and assess children and clearly identify children's achievements and their next steps of learning. Parents are encouraged to contribute towards their children's ongoing assessments by discussing the progress their children have made at home with their child's key person. This demonstrates a good approach to valuing information from parents and helps key persons to plan for children's individual learning. Consequently, children make good progress from their starting points.

Staff use good teaching strategies to support children's language and communication skills throughout their daily activities and routines. They ask children open-ended questions to

make them think and extend their vocabulary during play. Staff teach children sounds and rhymes through singing songs together and reading stories. Younger children are supported well in the nursery. They snuggle up with their key person in cosy book corners and listen to stories whilst they eagerly turn the pages of their favourite book. They also enjoy singing songs and rhymes with repetitive phrases to reinforce their language. Children who have English as an additional language are supported well, because of the care that is taken by each key person to support their individual needs. Staff ask parents for key words in children's home languages to help them communicate effectively with the children. Consequently, there are procedures in place to support their language development, and valuing diversity is a strength of the nursery. Children enjoy drawing and generally, staff teach older children to practice writing their names. However, there are some missed opportunities by staff who do not consistently encourage older children to write their name on their artwork, to further their understanding that writing carries meaning.

Children enjoy good physical activities both indoors and outdoors and in all weathers. They use a variety of equipment such as slides, tunnels and tricycles to practise and extend their physical skills. These experiences enable children to be active, climb and balance. However, although children enjoy playing in the garden, there are few resources to further support children's development in some areas of learning. For example, staff do not provide them with resources outdoors, to help children who have active learning styles and like to be outdoors, to develop their early writing and creative skills.

Staff provide the youngest children with a wide range of exciting sensory play activities to support all areas of development. For example, babies discover shape, size and weight as they explore in the sand, water and when making homemade play dough. Children trace around their hands and compare the size of their hands when making handprints for their Christmas tree. Staff teach and extend children's learning further by using mathematical vocabulary, such as 'bigger' or 'smaller than' and encourage the children to count the hand prints throughout the activity. As a result, children are gaining the skills and attitudes they need to be ready for school or their next stage of learning. Staff teach children about the world, and take advantage of time outside to show children the characteristics of living things such as digging in the plant area where children experiment with the soil and learn how plants grow and study living creatures.

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

Staff warmly welcome children into this caring, friendly and nurturing nursery. Children establish secure attachments with their key person and co-key person and have settled well, because staff meet their individual needs. In addition, staff support children well when they are moving on to the next age group room. Consequently, this helps children to meet their full potential and settle well. Staff praise and encourage children throughout the activities and this helps to motivate them to learn. Children self-select resources, so are in charge of making their own decisions. This helps children to strengthen their confidence and independence. Babies and toddlers are very confident to explore their surroundings as they successfully move around the furniture and play with toys that they

find at their level. Staff provide them with resources such as mirrors to encourage them to explore and recognise facial expressions and express their feelings. They display a wide range of pictures around the nursery to prompt children to make connections. For example, babies recognise familiar objects and people on photographs provided by parents to help children to learn about each other's lives outside the nursery. Consequently, staff promote and nurture children's personal, social and emotional development well.

Staff manage children's behaviour very well; they use positive strategies to deal with any minor issues. For example, younger children learn about safety as staff prompt them with gentle reminders about the importance of not running indoors. Children form good friendships with other children and play well together such as taking turns and sharing. As a result, children behave very well because staff are very enthusiastic and positive role models. Staff teach children to stay safe as they practise regular evacuation drills. This helps children to become familiar with the procedures, so that they learn to leave the premises quickly and in a safe manner.

Staff effectively teach children the importance of having a healthy balanced diet and regular exercise. The nursery employs a cook, who prepares nutritional meals using fresh produce. Meals are positive occasions as staff encourage children to enjoy the good range of healthy food and offer kind and gentle support when needed. Managers have made improvements to mealtimes for children by ensuring that all the children sit together to eat. Children serve themselves chicken, roast potatoes and red cabbage for their main meal and strawberry milkshake for dessert. Staff are aware of children's dietary restrictions and support their individual needs by preparing healthy alternative meals. Staff follow consistently good hygiene practices to promote children's well-being. Children are encouraged to independently use the toilet and wash their hands, at appropriate times of the day. This helps children to develop the skills needed for when they go to school. Staff promote children's health well, as they provide them with regular opportunities to enjoy fresh air and exercise. They ensure children are suitably dressed as they play outside in all weathers.

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

Leadership and management are good. The requirements of the Statutory Framework for the Early Years Foundation Stage are implemented well. Staff have a secure understanding of safeguarding procedures and know when to take action to protect children in their care. Management provide ongoing training to ensure the team keep their understanding of safeguarding updated. Management carry out robust recruitment procedures and thorough checks on all staff and temporary staff to check their suitability to work with children. Staff have a thorough understanding of risk assessment procedures to promote children's safety and well-being in the nursery. They undertake visual checks on the premises to identify and minimise any hazards. Comprehensive policies and procedures support the smooth day-to-day running of the setting and required records, such as accident records, are kept appropriately. These are shared with parents to involve

in and inform them about their children's care.

Management has a good idea of each child's progress and how staff plan for their learning. They monitor the quality of the provision effectively, for example, ensuring staffing ratios are maintained and that staff are effectively deployed throughout the nursery. The staff team, reflect on their practice and use their knowledge and understanding of the learning and development requirements well, to ensure the activities provided are exciting and challenging to children. The manager completes regular supervisions and appraisals of the staff. This means that staff are able to discuss any concerns they have about their roles or request additional training they feel may support their professional development. Consequently, this has had a positive impact on children's progress. Management have a good rapport with the local early years team, local children's centre and parents. They work with them to ensure consistency of care for children and use any feedback from them to improve their practice. As a result, self-evaluation is used effectively to review practice and target areas for improvements in the nursery. The provider and staff team have worked extremely hard to address all the actions and recommendation raised at the last inspection and have made considerable improvements that benefit children in the nursery. These include improvements to children's assessments to promote their learning and development and risk assessments.

Staff have good relationships with parents and keep them informed about their children's routines, care and learning. Parents spoken to during the inspection, explain that they are kept fully informed of their children's progress through discussions with key persons, sharing of assessment records and parent evenings. Parents comment how staff are very kind and caring and their children are very happy and settled at the nursery. Staff work extremely well with local schools, to promote continuity in children's care and learning. In addition, staff have good partnerships with other professionals and agencies. They are vigilant in their approach to seeking early interventions for children they have identified with additional 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	EY419031
Local authority	Haringey
Inspection number	902974
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	75
Number of children on roll	52
Name of provider	Rising Stars Nursery & Daycare Ltd
Date of previous inspection	26/11/2012
Telephone number	0208 808 4630

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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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