

# Rising Stars Day Care and Out Of School Care Ltd

The Scout Headquarters, Piccadilly, Station Road, Buckingham, MK18 3DZ

## Inspection date

Previous inspection date

18/08/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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

- Children are happy, settled and comfortable and the relationship between the staff and the children is positive.
- Children learn through play in a well-resourced environment that is safe and secure.
- The staff have established positive relationships with parents.
- The manager is committed to driving improvement and raising the quality of the setting for children.

### It is not yet good because

- Staff do not manage children's behaviour consistently to help them understand boundaries and expectations.
- Staff do not incorporate all areas of learning into their planning to support children's learning and development fully.
- Staff do not use information gained from parents to plan effectively for children based on their individual learning needs when they start at the setting.
- The manager does not seek the views of parents to help identify areas for development to improve practice and provision to fully support children's progress.

## **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 playing in the indoor and outside learning environments.
- The inspector spoke to the manager, staff and children.
- The inspector met with a number of parents and carers to seek their views.
- The inspector examined a range of records and documents.
- The inspector invited the manager to conduct a joint observation.

## **Inspector**

Sally Hughes

## Full report

### Information about the setting

Rising Stars Day Care and Out of School Care Ltd registered in 2014. It operates from the Scout Headquarters in Winslow, Buckinghamshire. There is access to a large play hall, smaller room and an enclosed outdoor play area. The setting provides a service for children from the local community. Rising Stars Day Care is open each weekday from 9am to 3pm term time only. The breakfast out of school care is open from 7.30am to 8.40am. The after school care is open from 3.15pm to 6pm. The Rising Stars staff take and collect children from Winslow Church of England combined school. The holiday play scheme operates for children aged from two years to 11-years-old and operates from 7.30am to 6pm during all school holidays, except for the Christmas holidays when the setting is only open for school inset days. There are currently 68 children on roll, which includes children in the early years age group. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting employs four staff. Of these two are qualified at Level 3 and one is qualified at Level 2.

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

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

- ensure staff follow the behaviour management policy at all times to provide a consistent approach to behaviour management to promote children's well-being
- plan and organise activities that cover all seven areas of learning to maximise children's learning opportunities
- use initial information gained from parents about their children's stages of development in planning to meet each child's individual learning needs more effectively.

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

- further develop self-evaluation by gaining the views of parents to help identify areas of weakness, and improve practice and provision, to fully support children's achievements over time.

## Inspection judgements

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

Children are happy and enjoy their time at the setting. The nursery provides support for children's learning and development but some aspects of learning are less well planned for, which hinders the progress children make in all areas. Observation and assessment systems are in place and documented well in the children's records. Development records show that children are working within the typical age range of expected development.

The provision, both indoors and outdoors, provides opportunities for children to learn as they play and explore. For example, very young children enjoyed the sensory table where they felt the different textures of shiny and prickly objects as well as shakers with rice, pasta and stones to hear the different sounds. Older children enjoyed making and creating with loom bands at the holiday club. Children were keen to explain how they were able to make their bands longer. During these activities they develop their language skills and understanding of length as part of their mathematical development. Children of all ages have opportunities for physical play, using wheeled toys, balls and climbing and balancing equipment in the garden. Young children benefit from a range of resources as they paint, enjoy role play and read together in the book corner.

Staff provide an adequate range of adult-led and child-led activities, including stories, painting sessions, active outdoor play and varied group sessions. These promote children's communication, language development and personal, social and emotional development. These activities engage the children successfully, who show enthusiasm and confidence for their play and learning. This positive attitude towards learning prepares the younger children well for school. Good manners are encouraged at meal times when staff and children sit together in a social setting to eat their lunch. Children are developing some positive social skills which help to support their future learning.

During activity times all staff participated appropriately by acting as role models to the children and by supporting the activities offered. This adult involvement encouraged the children to participate and to develop skills in communication, listening and concentration that will be valuable when they move on to school. Staff used a range of strategies when interacting with the children. Children develop their early language as staff talked to children regularly throughout the day by narrating their play and asking questions. Children in all age groups enjoy sharing books to develop their literacy skills.

Staff count with children regularly through everyday play and children explore shapes by playing with construction toys and sand and water using containers of different sizes and shapes. As a result, children develop a broad mathematical understanding. The toys and resources which are on offer expand children's imagination, enabling them to act out stories. Children enjoyed exploring the garden area where they learnt how to play co-operatively with friends. For example, they played together taking turns to kick the ball and fetch it when it rolled away.

Parents and carers expressed a high level of satisfaction with the provision. They appreciate the time and effort taken by the staff when their children begin at playgroup. Staff talk to parents on a daily basis, offering practical and emotional support where necessary. They ensure they are available on an informal basis to discuss children's progress and share their records of development. Staff have not yet carried out the progress checks for two-year-old children but know what they need to do and that these

will be discussed with parents.

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

Children of all ages settle quickly and are happy within the playgroup's welcoming and nurturing environment. They generally enjoy warm relationships with their key person and other staff, which helps them to develop secure attachments. Children interact with staff confidently because the staff are caring and always show interest by smiling at them as they speak. This supports children's self-esteem and confidence. Staff encourage children to share, take turns and be nice to their friends. Older children play with younger children and show some concern for their well-being. This supports the family atmosphere within the playgroup. Most children in the playgroup generally behave appropriately for their age. However, there are lapses when children display unwanted behaviour and some staff do not remind the children or make it clear what the expectations for behaviour are. This has an impact on all of the children's well-being in the Early Years Foundation Stage and is a breach of requirement of the Children Register.

Sound procedures are in place to help children prepare for their move to school, such as encouraging visits from the local teachers to meet the children, and sharing children's records of development. Staff support children's understanding of safety appropriately, such as reminding them they cannot go into the kitchen area without a member of staff and explaining why, so they keep safe.

Children throughout the playgroup enjoy daily opportunities to play in the garden areas which offer plenty of space and physical activities. These experiences encourage children to develop their physical skills as well as supporting some of the other areas of learning. The staff team arrange equipment and toys so they are easily accessible to the children. This arrangement helps the children to lead their own play and become independent as learners, again in readiness for the move to school. The children confidently choose their own activities, or interact with any of the staff as they wish. Staff make sure that children play in safe environments by executing regular checks to make sure there are no hazards to their safety.

Parents provide healthy lunches for the children and staff ensure they eat in a clean and safe environment. Children have access to drinks as often as they wish throughout the day. Staff encourage children to be aware of how not to spread infections when they encourage them to wash their hands before eating. Children have opportunities to enjoy fresh air and exercise each day in the outdoor garden areas and on local walks.

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

The managers have sound knowledge of all the children in the playgroup, gathered from their records, from planning meetings and from their own day-to-day work with the children. However, the staff do not use the information about the children's stages of

development gathered from their parents in their initial assessments and planning. This has an impact on how well staff are able to support individual children to make good progress.

The managers are in the early stages of evaluating their provision, and are beginning to think about their priorities for improvement to raise the quality and standard. However, they do not seek the views of parents as part of their evaluation of the setting to help them identify areas to improve.

The manager acts as a positive role model for the staff, engaging appropriately with the children and quietly directing staff to help to ensure that activities meet the needs of all of the children present. She is well supported by an assistant manager who shares the same drive and ambition for the children in the playgroup.

The manager implements the safeguarding and welfare requirements of the Early Years Foundation Stage well. She ensures that new staff are informed about their responsibilities for safeguarding the children so that, for example they know how to raise child protection issues. This staff induction makes a positive contribution to ensuring children's safety because staff understand their individual roles and responsibilities. The managers have attended designated officer training and all staff receive regular training to support them in their roles to safeguard children. Policies and procedures are mostly implemented well. Managers ensure that staff are inducted appropriately when taking on new responsibilities, such as key children, so they are informed about them. This means that staff know what is expected of them, and as a result children's needs are met.

The use of risk assessments helps to promote children's safety and they work well in practice. Monitoring procedures of staff are in the initial stages and the manager is fully aware of her responsibility for the performance management of staff. The nursery maintains appropriate staff to child ratios and the deployment of staff is generally effective. Procedures are in place to meet the learning requirements of children who require additional support. All staff are first-aid trained and know the procedures to follow if a child is hurt, to protect their welfare.

The manager and staff have caring and supportive relationships with parents and families. Parents value the welcoming atmosphere of the setting together with the sound care and attention their children receive.

Overall, the managers are enthusiastic and committed to their roles. The playgroup has established positive links with the local school and outside agencies as necessary to promote consistency in children's learning. The staff ensure children are well prepared for their entry to school.

## 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

**Not Met  
(with  
actions)**

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

- ensure that children's behaviour is managed in a suitable way (compulsory part of the Childcare Register).
- ensure that children's behaviour is managed in a suitable way (voluntary 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY474273
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	962010
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Rising Stars Day Care and Out Of School Care Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07842236130

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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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Piccadilly Gate  
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