

# Rising Stars Daycare

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

## Inspection date

07/10/2014

Previous inspection date

06/11/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- Babies and children form close attachments to their key persons and learn to care for each other. They settle well and their good behaviour demonstrates that they feel safe and secure in the nursery.
- Children make good progress in their learning, through a wide variety of interesting and challenging activities, and staff effectively extend their learning through play.
- Staff demonstrate a good understanding of their responsibilities with regard to safeguarding children. The manager confirms their understanding and knowledge during regular supervisions and this ensures that they protect children well.
- Staff maintain good records of children's progress, which they regularly share with parents. Parents are involved in promoting their children's learning by helping staff to identify their next steps and particular interests.

### It is not yet outstanding because

- Staff do not always fully engage all children in group sessions and this sometimes leads to some children distracting others.
- On occasions, staff do not reinforce to children the importance of sitting down at a table to eat their snack, to ensure they learn good eating routines.

## **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 children engaged in activities indoors and outdoors.
- The inspector spoke with the manager, staff and children.
- The inspector carried out joint observations with the manager.
- The inspector took account of parents' views by speaking with them, and reading their comments and feedback.
- The inspector sampled a range of documents including policies and procedures, staff suitability records, risk assessments and children's progress records.

## **Inspector**

Jennifer Forbes

## 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 owned by a private individual and operates from the Hoskins Community Centre in Victoria Docks, in the London Borough of Newham. There is an enclosed area for outdoor play. The provider employs 11 members of staff, including the manager. Of these, nine hold appropriate early years qualifications, including two at degree level. The provider also employs a cook and an administrator.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The nursery operates breakfast and after school clubs for school-aged children. The nursery staff care for children who are learning to 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:

- Provide opportunities for all children to feel involved in group activities to enhance their continuous learning and prevent them from distracting others.
- Strengthen the organisation of snack time so that all children understand the importance of sitting down while they are eating, to help them to learn good eating habits and skills for the future.

## Inspection judgements

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

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. The quality of teaching is good and staff demonstrate their understanding of how children learn. Staff provide interesting and challenging activities that promote all the areas of learning, both indoors and outdoors. Staff monitor children's progress through the use of effective observations and assessments. These, together with information gathered from parents, help staff to identify the next steps in children's learning. Staff plan activities and experiences to enhance children's progress, taking into account their interests and preferences. The key persons regularly discuss children's progress with parents. This ensures that staff incorporate children's learning experiences at home into their individual planning, which motivates children to learn. As a result of these careful observations and planning, staff quickly identify and close any gaps in

children's learning. Parents provide information on their children's development to support the key-person's initial assessments as they settle their children into the nursery.

Staff provide babies and children with a good range of easily accessible resources that promote all the areas of learning. Babies and children enjoy playing in the garden where they can develop their skills in all areas. Staff promote children's communication and language development well, for example, by engaging children in group sessions for stories, number work and exploring letters and sounds. Most of the children engage well when staff read stories to them. Staff ask them useful questions about the characters and scenes, to encourage their thinking skills and ability to solve problems. However, staff do not consistently persuade all of the children to join in with these sessions, so some begin to distract others, which reduces learning opportunities. Staff provide children with lots of opportunities to lead their own play and use their imaginations. For example, children took small hammers and pretended to repair the climbing frame under the close supervision of staff.

Staff encourage children to recognise their names. For example, children find their names on their coat pegs as they arrive at nursery. They learn about the days of the week and the months of the year through displays around the nursery, and by singing. Babies and children learn to identify colours, because staff refer to these in their everyday play situations. They learn simple mathematical concepts as they talk about shapes and sing counting rhymes. They see numbers and letters represented in all areas of the nursery. Babies and children are good communicators as staff model good spoken English. Staff learn words in children's home languages, which helps to develop the communication skills of children who are learning to speak English as an additional language. Children develop their physical skills as they balance on scooters and pedal their tricycles. Staff provide older children with opportunities to practise writing their names, which helps them to become ready for school and the next stage in their learning.

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

Staff are kind and caring. Therefore, babies and children develop close and affectionate attachments to their key persons and other staff. Children are confident, friendly and happy. They make friends easily and their behaviour is good. Staff are good role models, because they lead by example. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Staff provide a warm and welcoming environment where children are free to explore and use their imaginations. This approach encourages children to select their own resources and lead their own play. Play resources are of good quality, staff clearly label them and they are easily accessible to all children. Children learn to adopt positive attitudes towards different religions and cultures, because staff help them to acknowledge various festivals and events. They explore small world toys that represent people of differing abilities. This helps children to gain a deeper understanding and respect for differences in society.

Staff provide babies and children with opportunities to play outside in the fresh air every day. The children enjoy playing in the mud kitchen and digging in the vegetable patch.

They have plenty of exercise on the climbing frame and swings. Children learn about eating healthily as they serve themselves tasty and nutritious food at lunchtime. They help themselves to fresh fruit and rice cakes for snack. However, very occasionally, some children do not listen to staff advice to sit at the table but run off to play while they are still eating. Therefore, although staff teach children good, safe eating routines overall, they occasionally fail to reinforce their expectations. Staff use mealtimes as a social and learning experience for the children, who talk about the colours of their plates and the numbers on their chairs. Staff help children to learn to be independent and they clear away their own plates and cutlery and help to clean the tables. Staff take careful steps to ensure that children with special dietary needs receive only the food they are permitted to have. Parents are sometimes involved in the preparation of food for special occasions and they cook with their children.

Children manage their own personal care needs according to their ages and stages of development. They learn the importance of washing their hands before eating, after messy play and after using the bathroom. Staff effectively manage babies' personal care routines, such as nappy changes and sleep times. Children are safe in the nursery because the premises are secure. All visitors are required to sign in and out, and their identities are checked. Staff carry out risk assessments of the children's play environment before they arrive, and throughout the day, to make sure they stay safe. Children are well supervised and they are always within sight and hearing of staff, in all areas of the nursery. Children learn to keep themselves safe in the nursery and on the equipment in the garden. This is because they know the rules and boundaries set for them by the caring staff. Staff support children well when it is time for them to move to another setting, or school, by helping them to feel emotionally ready for the next big step in their learning.

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

All staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All the necessary documentation for the safe and efficient management of the nursery is in place. There is a clear safeguarding policy and the management team ensures that staff understand their responsibilities to protect the children in their care. There is a strict policy restricting the use of mobile telephones and cameras. Staff undertake regular training to ensure their continuous professional development. Staff keep up to date with their first-aid qualifications, so they can deal effectively with minor injuries if necessary. Regular fire drills are conducted and evacuation procedures are displayed. This helps to ensure that all adults and children know what to do should an emergency occur.

Recruitment procedures are robust and all staff are subject to Disclosure and Barring Service checks to ensure they are suitable to work with children. The manager effectively monitors staff practice, their planning and the activities they provide for the children. Staff track children's developmental progress to ensure they quickly identify and close any gaps in their learning. Staff work closely with other professionals who offer support and information, and help staff to develop their skills and practice. Partnerships with parents

are strong. The manager invites parents to give regular feedback on the service provided by the nursery, in a variety of ways. Staff meet with parents frequently to discuss their children's progress. Parents speak highly of the nursery and say they are happy with the care their children receive. Parents know they are welcome in the nursery to speak to the manager or key persons if they have any concerns, or want to talk about their children's development.

Staff meet regularly together to discuss planning, training and evaluation. Continuous self-evaluation identifies the strengths and weaknesses of the nursery, and demonstrates clear targets for improvement. The manager has clear ideas for the future improvement of the nursery and the actions from the previous inspection have been met. Parents and children are involved in the self-evaluation process. The manager welcomes all feedback and quickly responds to suggestions for improvement. Staff prepare children for the next stage in their learning and moving on to school, for example, by arranging a graduation party for them. Staff help children to learn the skills they will need and develop the confidence to succeed.

### **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. 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>	EY452973
<b>Local authority</b>	Newham
<b>Inspection number</b>	962547
<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>	69
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Dorothy Bello
<b>Date of previous inspection</b>	06/11/2013
<b>Telephone number</b>	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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