

# The RISE Early Excellence Centre @ Charter



King's Rise Children's Centre @ Charter, Wood Lane, Chippenham, SN15 3EA

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 5 July 2016    |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Not applicable     |          |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- Managers and staff know the children extremely well. They make precise assessments of their learning and monitor this meticulously to identify any gaps. They skilfully use this information to match their planning to each child's needs. This helps each child, including those who need help to catch up, to make excellent progress.
- Staff work exceptionally well with parents to involve them in their children's learning, both in the setting and at home. For example, there is a weekly family breakfast time at which parents can discuss their children's progress and share information with staff.
- Staff work extremely closely with speech and language therapists to provide exceptional support for children's communication and language skills. For example, they skilfully give children ample time to process their thoughts and respond.
- Children are active learners who show exceptional confidence to explore and initiate activities. They are extremely independent and sociable.
- Staff place the highest importance on safeguarding children. They have an excellent, up-to-date understanding of child protection issues and are vigilant about referring any concerns about children's welfare.
- The views of everybody involved with the setting are sought and valued. Areas for development are carefully targeted and there is an exceptionally strong commitment to ongoing improvement.

## What the setting needs to do to improve further

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

- build further on the existing opportunities for children to consider mathematical ideas and use mathematics for practical purposes.

### Inspection activities

- The inspector observed the children and staff.
- The inspector held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff, children and parents.
- The inspector sampled relevant documentation, including the safeguarding policy and children's records of progress.

### Inspector

Catherine Sample

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff promptly follow thorough and detailed procedures to safeguard children. The manager uses frequent meetings with staff and staff's observations of each other's practice to plan for their development needs. The manager and staff eagerly develop their knowledge and skills. For example, they attend a wide variety of external and in-house training and quickly implement what they have learnt to benefit children. A recent course on the early years pupil premium has been extremely valuable in helping them to closely monitor and support vulnerable children. Staff work extremely well with professional agencies, settings and schools to meet children's needs.

### Quality of teaching, learning and assessment is outstanding

Staff use their excellent teaching skills and detailed knowledge of each child to extend their individual learning and help them achieve their full potential. For example, staff talk clearly to children with speech and language difficulties, introducing new words and encouraging them to link words together. Children enjoy using enclosed spaces designed to encourage communication. They relish being able to play outside whenever they choose and excitedly rush out and become fully engrossed in activities. For example, they loved exploring water with guttering, different-sized containers, plastic fish and fishing nets. Children took great pleasure in adapting a planned painting activity by mixing the paints with their hands and making handprints on the table. Staff fully supported them to lead their play in this way and to learn through first-hand experience. Children experimented with weighing pasta and fitting it into different containers. On rare occasions, staff do not support children's mathematical development as much as possible.

### Personal development, behaviour and welfare are outstanding

Staff support children's welfare exceptionally well. The day starts with breakfast for children who are hungry, and they have a nutritious lunch prepared and cooked on the premises, which gives them the energy to learn. Staff work extremely closely with parents and professionals to ensure they seamlessly meet children's care needs. For example, they work together to implement comprehensive health plans. Staff work closely with parents to help those children who are learning English as an additional language to rapidly acquire new vocabulary and the confidence to communicate.

### Outcomes for children are outstanding

All children, including those who need to catch up, make the very best possible progress and are exceptionally well prepared for moving on to school. They are very eager to learn, and highly confident to explore and find things out for themselves. Children make excellent progress in learning how to behave. This helps them to build exceptionally strong relationships with one another. Children play and work together extremely well.

## Setting details

|  |                          |
|--|--------------------------|
| <b>Unique reference number</b>                   | EY478022                 |
| <b>Local authority</b>                           | Wiltshire                |
| <b>Inspection number</b>                         | 975379                   |
| <b>Type of provision</b>                         | Sessional provision      |
| <b>Day care type</b>                             | Childcare - Non-Domestic |
| <b>Registers</b>                                 | Early Years Register     |
| <b>Age range of children</b>                     | 2 - 4                    |
| <b>Total number of places</b>                    | 16                       |
| <b>Number of children on roll</b>                | 32                       |
| <b>Name of registered person</b>                 | The Rise Trust           |
| <b>Registered person unique reference number</b> | RP530600                 |
| <b>Date of previous inspection</b>               | Not applicable           |
| <b>Telephone number</b>                          | 01249 445288             |

The RISE Early Excellence Centre @ Charter registered in 2014 and is run by a charitable trust. It operates from King's Rise Children's Centre @ Charter, which is on the site of Charter Primary School, in Chippenham, Wiltshire. The centre opens every weekday from 8.45am until 2.45pm. It receives funding to provide free early education for children aged two, three and four years. The centre cares for children who have special educational needs and those who speak English as an additional language. The trust employs a manager and two staff to work directly with the children; all have early years qualifications at level 3. They are supported by a part-time advisory teacher and early years professional who works across all three excellence centres managed by the trust.

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