

Rising Stars Nursery

Brewery Road, Sittingbourne, Kent, ME10 2EE



Inspection date

5 July 2017

Previous inspection date

3 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The acting manager has worked hard to maintain the high levels of care and support given to children. She welcomes guidance from others, such as senior staff within the company and the returning manager, to help her to consider aspects of nursery practice. She quickly responds to any areas for development and works with staff to implement relevant changes.
- Partnerships with parents are strong. Staff maintain an effective process of sharing information regarding children's achievements and progress. They welcome observations of what children do at home and work closely with parents to consider the next steps for children's progression. This ensures a consistent approach and enables children to develop skills to support their future learning.
- Children form secure bonds with staff from the start. Staff are attentive and caring. This helps to promote children's well-being and they show high levels of confidence and self-esteem. For example, children settle very quickly and arrive at the nursery eager and ready to play.

It is not yet outstanding because:

- On occasions, staff relay simple questions quickly and do not give children sufficient time to think about and respond to the questions they have been asked.
- Some newer staff do not have a full understanding of assessment processes, such as the progress check at age two years, and are unclear of their role in completing these.

What the setting needs to do to improve further

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

- build on the use of questioning techniques to help children to consistently have sufficient time to think about what they want to say and respond to questions
- enhance the induction of new staff, to support them to develop a clearer understanding of their role in using the assessment process to further enhance their planning for children.

Inspection activities

- The inspector observed the interactions between staff and children in the inside environment and outside space.
- The inspector completed a joint observation with the acting manager to focus on adult and child interactions.
- The inspection met with the special educational needs coordinator to discuss and view documentation regarding individual children's developmental needs.
- The inspector took into account the views of parents and children.
- The inspector viewed a range of documentation, including policies, staff records and children's developmental records.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager is dedicated to providing support for families to help to ensure children are safe and their welfare is protected. Should she have concerns, the manager has a clear knowledge of the procedures to follow. She ensures all staff have an understanding of aspects which may cause concern and their role in recognising and reporting these. The manager is committed to working in partnership with other professionals. She participates in multi-agency meetings and works effectively with others to carry out any agreed actions. The manager recognises the positive impact regular training has on staff's skills and nursery practices, and she supports staff well. For example, knowledge gained from recent training led staff to introduce a number of cosy, intimate spaces. This has helped to create a calmer nursery environment.

Quality of teaching, learning and assessment is good

Staff make regular observations of children as they play and are skilled at matching play activities to suit the abilities and specific needs of all children attending. They plan plenty of exciting and challenging opportunities, which enables children of all ages to explore their own ideas and develop their curiosity. For example, older children enjoy using simple tools to scrape away at different textured eggs to locate the dinosaurs within. They use books to compare and name the dinosaurs they find. In groups, they gather large wooden pallets and nets to create homes for the dinosaurs. With the support of staff, children consider the differences between the dinosaurs and compare aspects, such as the size of the dinosaurs' feet with their own. Younger children and babies enjoy using different toys, such as cars and wooden blocks, to explore paint and make marks.

Personal development, behaviour and welfare are good

Staff support children well as they prepare for transitions, such as the move to school. For example, a well-developed school role-play area enables children to try on school uniforms and view photographs of the schools to which they are moving. Staff use relevant books to help children to consider and talk about the changes happening. Snack times and mealtimes are social occasions when staff and children talk about healthy foods and what they like, and children are encouraged to try new healthy options. Through activities, such as printing with fruit and vegetables, children talk about where food comes from and how it grows. For example, children talk about potatoes growing under the ground and being dug up by farmers. Children behave well and are developing a good understanding of their feelings and those of others. For example, children talk to staff about what makes them nervous and happy. They recognise when simple actions, such as sharing, make their friends smile.

Outcomes for children are good

Children are enthusiastic and active learners. They progress well, meeting and, on occasions, exceeding individual targets. Children welcome new challenges and enjoy supporting each other. For example, after peeling and chopping fruit, children offer to share with their friends. They then give peers guidance as to how to wash up their cups. This supports children's independence and helps them to practise lifelong skills.

Setting details

Unique reference number	EY432010
Local authority	Kent
Inspection number	1069092
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	26
Number of children on roll	75
Name of registered person	Children and Families Limited
Registered person unique reference number	RP903564
Date of previous inspection	3 March 2014
Telephone number	01795 475 438

Rising Stars registered in 2011. The nursery is owned by a charity and is one of two in the area. The nursery operates all year round. It is open each weekday from 8am until 6pm. The nursery employs 12 staff. The acting manager and six other staff hold appropriate early years qualifications at level 3 or above. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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