

# Rising Stars Daycare

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



## Inspection date

Previous inspection date

13 September 2017

7 October 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 owner has robust procedures for the recruitment of staff, to ensure that they are suitable for their roles. She and the manager supervise the practice of staff well and provide effective support and training, so that teaching is consistently improving.
- Children express themselves imaginatively in a variety of ways. For example, they used materials and resources inventively as they 'cooked' in the nursery's mud kitchen, pretending to make chocolate, pasta and cupcakes. They enjoy spontaneous opportunities for singing and dancing, and create colourful drawings and paintings.
- Partnerships with parents are friendly and effective. There is a good exchange of information to support children's learning at home and in the nursery. Parents say that their children's confidence and well-being are enhanced by the caring bonds they form with staff.
- Children make good progress from their starting points. This includes children who speak English as an additional language and those receiving additional funding. Their development is carefully monitored and recorded by their key person, to identify what they need to learn next.

### It is not yet outstanding because:

- Staff do not organise resources consistently to ensure that children can easily find what they need to support their independent learning.
- Children enjoy listening to stories read by staff. However, pre-school children do not have a wide range of opportunities to look at books independently, to develop their interest in reading.

## What the setting needs to do to improve further

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

- improve the organisation of toys and resources, so that children can easily find the things they need to explore their own ideas and enhance their independent play
- enhance opportunities for pre-school children to look at books independently, to promote children's enthusiasm and enjoyment of reading.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the owner and manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views, along with samples of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is good

The owner and manager work effectively together to evaluate the quality of the nursery provision. They take account of the views of parents, staff and children, and work closely with their early years adviser to identify where they can develop teaching and learning. Plans for improvement are well targeted to improve the service and outcomes for children. For example, a new system for planning ensures that nursery activities are based on children's current interests, which has enhanced their enthusiasm for learning. Safeguarding is effective. Staff know how to recognise signs which might indicate a child is at risk from harm and how to report any concerns.

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

Staff speak positively about using training to develop their teaching skills further. They interact well with the children, showing genuine interest in their play. Staff support children's language and communication skills effectively. For example, they introduce new words to help develop their vocabularies. Children become skilled at manipulating small objects and materials. For instance, younger children used their fingers and hands to make marks with paint and older children used scissors effectively to cut around simple shapes. Children develop an awareness of similarities and differences between themselves and others. For example, as they painted self-portraits, they discussed the different colours of their skin, hair and eyes.

### Personal development, behaviour and welfare are good

Children clearly enjoy their time at nursery. They are confident and independent as they explore the good range of activities provided. Staff act as positive role models for children. They provide clear guidance on boundaries and behaviour, which helps children understand what is expected of them. Children behave well. They enjoy playing together and begin to develop friendships with others. Staff help children to enjoy being healthy and active. For example, they talk to them about the importance of eating fresh fruit and vegetables during their sociable mealtimes. They ensure that children have plenty of fresh air and physical exercise in the nursery garden each day.

### Outcomes for children are good

Children develop a good range of skills to support the next stages in their development. They are enthusiastic learners and show good levels of involvement as they concentrate on activities. For instance, toddlers spent a long time working out how to manipulate, open and close various locks and latches. Children begin to manage their personal skills independently through routines, such as mealtimes, where they learn to wash their hands and serve their own food and drinks. Older children are well prepared to move on to school. For instance, they develop a good understanding of mathematics as they learn to count, order and compare sizes.

## Setting details

<b>Unique reference number</b>	EY452973
<b>Local authority</b>	Newham
<b>Inspection number</b>	1071526
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Dorothy Bello
<b>Registered person unique reference number</b>	RP908728
<b>Date of previous inspection</b>	7 October 2014
<b>Telephone number</b>	02075115764 07768294933

Rising Stars Daycare registered in 2013. The provider employs 10 members of staff to work with the children. All staff hold an appropriate early years qualification. The manager is qualified to level 4, while other staff hold qualifications at levels 3 and 2. The nursery opens Monday to Friday for most of the year. Sessions run from 7.30am until 6.30pm. The provider also operates breakfast- and after-school clubs for school-aged children.

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