

# Rising Stars Day Care and Out Of School Care Ltd



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

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 15 October 2018 |
| Previous inspection date | 18 August 2015  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Good           | 2        |
| Effectiveness of leadership and management                    |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Good           | 2        |
| Outcomes for children   |                         | Not Applicable |          |

## Summary of key findings for parents

### The provision is good

- The manager is ambitious and aims to raise standards even further. She implements a successful system of supervisions, training and support for staff. This helps them to develop their practice.
- The manager ensures that a range of appropriate policies and procedures are in place. These are robust and help to underpin staff practice.
- Staff offer activities which support children's interests and help them to extend the skills that they are learning at school.
- The management team is proactive. They take steps to develop partnerships with the local school that children attend. This helps to provide continuity in care and education for children who attend the club.
- Staff support children's transitions into the club well. They help children to adjust to new routines and make new friends.
- Staff are very strong role models. They effectively support children to make the right choices. Children are well behaved.
- Children are independent and confidently lead their own play.

### It is not yet outstanding because:

- Children do not have enough opportunity to extend on their skills while outdoors.

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

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

- provide further opportunities for children, particularly those who enjoy being outdoors, to practise the skills they are learning.

### **Inspection activities**

- The inspector visited all areas of the premises used by the club.
- The inspector observed staff and children indoors, and while out on the school run.
- The inspector held a meeting with the manager. She looked at a range of documentation, including policies, staff qualifications and evidence of the suitability of staff working in the setting.
- The inspector spoke to staff at relevant times during the inspection.
- The inspector spoke to parents and children and took account of their views.

### **Inspector**

Lisa Dailey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager establishes clear procedures for dealing with concerns about children's welfare. Staff have a strong understanding of how to keep children safe in a variety of situations. The manager reviews the quality of the provision for children regularly. She takes prompt action to further improve. She seeks the views of parents and children. For instance, children fill a 'What we like' and 'Our interests and wishes' display board with their views on activities at the club. Staff use their comments to adapt planning to meet their interests. The manager takes all possible steps to build relationships with parents and other settings. This helps children to settle in and enjoy their time at the club. For example, families complete 'All about me' forms. These help staff understand children's interests, favourite activities and preferences before they begin attending. With parental permission staff share information with their children's teachers. The manager has established a successful programme of staff development. For instance, staff have three-monthly supervision meetings and attend regular training. Since the last inspection, the manager has introduced peer observations. This is helping to raise the quality of staff's interactions with children.

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

Staff plan activities which interest children and support the skills that they are learning at school. For example, children have opportunities to create their own mask. They develop their coordination skills as they decorate their mask using stickers and felt-tip pens. They cut out their masks and then wear them in their play. Children learn to take turns as they play card games with their friends. The key-person system works well. For instance, staff seek information about children's skills and development before they start club. They complete observations of new starters and plan fun ways to help children progress in each area of learning. The key person then closely monitors individual children's development. Through discussions children indicate that they like coming to the club. They report that they enjoy the variety of crafts and games available. Parents say that they are happy with the level of care that their children receive. They particularly like the information that staff share with them about their children's afternoon.

### Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment where children settle quickly and are happy to play. Staff complete training to improve their understanding of how to support children's behaviour. This is having a positive impact on children. For example, staff use a calm manner with children. They help them to reflect on their choices and they explain why actions may not be kind. They support children to reflect on how their actions can make others feel. Children's behaviour is very good. They listen to others, take turns and share resources willingly. Children show good levels of independence. For instance, they hang up their coats and bags after returning from school. Staff support them to manage their own self-care needs and they serve themselves their own snack. Staff promote children's safety well. For example, they consider how to minimise risks to children when walking to and from school. They plan a safe walking route, supervise children closely and take emergency contacts and supplies with them.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY474273  |
| <b>Local authority</b>                           | Buckinghamshire   |
| <b>Inspection number</b>                         | 10060281  |
| <b>Type of provision</b>                         | Out-of-school day care  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 4 - 12  |
| <b>Total number of places</b>                    | 40  |
| <b>Number of children on roll</b>                | 77  |
| <b>Name of registered person</b>                 | Rising Stars Day Care and Out Of School Care Ltd                                  |
| <b>Registered person unique reference number</b> | RP909665  |
| <b>Date of previous inspection</b>               | 18 August 2015  |
| <b>Telephone number</b>                          | 07887 744 890   |

Rising Stars Day Care and Out of School Care Ltd registered in 2014. It offers before- and after-school care, Monday to Friday, from 7am until 9am and from 3pm until 6pm, term time only. Staff take and collect children from Winslow Church of England school. The holiday playscheme is for children aged from four to 12 years and operates from 7am until 6pm during all school holidays. The owner/manager is qualified to degree level. She employs 3 staff. Of these, two have an appropriate qualification at level 3 and one has an appropriate qualification at level 2.

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