

Rising Stars Pre School

752 High Road, Leyton, London E10 6AA



Inspection date	4 June 2019
Previous inspection date	10 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2

Summary of key findings for parents

This provision is good

- The manager evaluates the provision effectively and seeks the views of staff, parents and children to help make positive changes and improvements.
- Overall, the quality of teaching is good. Staff know children well. They plan activities that meet children's learning needs and promote their good progress.
- Parents speak highly of the setting. They say that staff are kind and caring, and teach their children well. They value the information which staff provide about nursery activities, which helps them to continue their children's learning at home.
- Staff form close bonds with the children. They provide lots of praise, which helps to boost children's confidence and self-esteem. Children demonstrate that they feel secure in the nursery. They make choices, interact with others and their behaviour is good.
- Children gain good independence skills that prepare them well for their eventual move to school. They learn to take responsibility for everyday tasks, such as clearing away their cups and plates after snack time, which they complete confidently and adeptly.
- Staff have not explored all ways to support children's understanding of healthy eating and how this contributes to leading a healthy lifestyle.
- Staff sometimes overlook opportunities to extend children's thinking skills and to support them in exploring and developing their own ideas.

What the setting needs to do to improve further

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

- make the most of opportunities to support children in exploring their own ideas and developing their thinking skills
- develop further the ways to help children understand the importance of having a healthy diet.

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 manager. She also spoke to staff and children at intervals during the inspection.
- The inspector had discussions with some parents to assess their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibilities to protect children in their care and know the procedure to follow should they have concerns about a child's welfare. They carry out risk assessments to identify any potential hazards and supervise children well to help keep them safe. Staff have good opportunities to enhance their professional skills and qualifications. They talk enthusiastically about how they use what they have learned from training to develop their practice further. For example, staff incorporate activities such as counting, adding and measuring into role-play games, to help make mathematics enjoyable and engaging for young children.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children. They plan activities that interest children and enable them to work towards the next steps in their development. Staff identify where there are any gaps in children's learning. They work closely with other professionals to provide programmes of support for children where required. Additional funding is used effectively to promote children's social, communication and physical skills. Children enjoy dressing up and play together cooperatively, creating imaginative stories. For example, they pretend to have a birthday party and prepare food and drinks for their guests. Staff become involved at appropriate times to model positive ways of interacting and introduce new vocabulary, which nurtures children's social and communication skills.

Personal development, behaviour and welfare are good

There is an effective key-person system, which supports children's welfare requirements effectively. Staff find out about children's needs, likes and interests before they start. They use this information effectively to help children to settle and form positive relationships. Children enjoy being physically active and spend time outdoors each day, which contributes to their physical health. Staff value children's individuality and ensure that this is reflected in the experiences they provide. For instance, staff teach children to greet each other in their home languages as well as in English. They celebrate a range of religious and cultural events with children and parents, to help children learn about, enjoy and respect the differences between themselves and others

Outcomes for children are good

Children make good progress considering what they can do when they first start at the setting. This includes children who receive funding, those who speak English as an additional language and children with special educational needs. Children become increasingly independent and acquire a wide range of skills and knowledge. They develop secure foundations for literacy as they listen to stories and learn how to form marks. Older children begin to recognise the alphabet. They learn to write the letters in their names and identify the sounds at the beginning of words.

Setting details

Unique reference number	EY456843
Local authority	London Borough of Waltham Forest
Inspection number	10108208
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	60
Number of children on roll	35
Name of registered person	Rising Stars Pre School Ltd
Registered person unique reference number	RP906213
Date of previous inspection	10 October 2016
Telephone number	02085390550

Rising Stars Pre School registered in 2012. The pre-school is open each weekday from 9am to 3.30pm, term time only. The provider receives funding to offer free early education for children aged two, three and four years. There are four members of staff, three of whom hold relevant early years qualifications at level 2 or level 3.

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