

# Inspection of Rising Fives Nursery

Hillside, Plain Road, Smeeth, Ashford, Kent TN25 6QX

---

Inspection date: 7 November 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are incredibly confident, independent and happy at the safe and secure setting. All children are enthralled by their fascinating learning experiences. Children's behaviour is impeccable and they are incredibly polite. They have excellent levels of empathy and kindness. For example, they respect each other and their differences. They learn about what other children enjoy and what makes them happy. Children gain excellent understanding of the importance of healthy eating. For example, they harvest their own highly interesting produce and prepare them for snacks, such as courgettes and onions. Staff enthusiastically build on children's ideas and interests incredibly well. For example, when children find a spider, they go on to research different types of spiders. They make their own webs using sticks and string and learn to weave. They then make up their own stories and rhymes about spiders and bring their fantasies alive. Children have outstanding opportunities to challenge their physical skills. They make and then negotiate more complicated equipment with excellent confidence, such as rope bridges. Children enjoy an extensive range of physical opportunities daily, such as hockey and tennis. Children have exceedingly good opportunities to be creative. For instance, they use goose feathers and ink to make quills to write with.

### **What does the early years setting do well and what does it need to do better?**

- Staff establish outstanding relationships with children. They get to know children's individual personalities and interests exceptionally well. This helps to keep children enthused in fascinating learning experiences. All children have outstanding levels of positive well-being and self-motivation.
- The manager and staff establish incredibly positive partnerships with parents and keep them extremely well informed of their children's learning. They routinely share children's learning experiences and training ideas with parents. For example, they are invited to learn about how to keep their children safe online.
- Staff have an outstanding knowledge of the curriculum that they implement, and of all seven areas of learning. They are incredibly passionate and enthusiastic and provide children with extremely stimulating and motivating learning experiences. Staff ensure that they provide children with the skills they need to succeed. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make outstanding progress.
- All children are extremely confident to communicate their ideas. They have an extensive range of vocabulary and learn new words. For instance, when children move conkers using a pulley, they use new words such as 'heave' and 'haul'.
- Children have outstanding opportunities to respect and understand other people's similarities and differences outside of their own communities and

religious beliefs. Children learn about an extensive range of traditions of other countries and cultures. For example, they learn the Indian dance of bhangra.

- The manager and staff attend incredibly beneficial training to support them to build on their already impressive skills and knowledge. For example, they have learned about the different ways to help children communicate, including the visual prompt technique of cued articulation.
- All staff evaluate their practice together incredibly well. For example, they observe each other teaching children daily and set highly challenging targets to meet to enhance their performance even further. The manager closely monitors the consistency of care and teaching staff provide children. For instance, she holds daily evaluation meetings to discuss how well they enthused children in their learning experiences. Staff ask children daily what they have learned and what they would like to learn about. This helps children feel incredibly involved and valued. Staff use their findings and children's ideas to add to the activity plans to help all children to achieve the best possible learning outcomes.
- The manager and staff establish extraordinarily good partnerships with staff at other settings children also attend. They provide children with an incredibly positive approach to their shared care and learning experiences. For instance, they visit the other settings, share next steps in their learning and observe children together. For example, staff have implemented more sensory opportunities for a child after a discussion with the other setting that this supports their interaction and development exceptionally well.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have outstanding knowledge and understanding of the safeguarding and child protection policies. They know how to help keep children safe and protect their welfare. Staff know who to contact to seek advice and raise and follow up any concerns. Staff teach children how to remain safe. For example, children are encouraged to take an active role in risk assessing their challenging activities. For example, when children use the fire pit to roast their vegetables, such as aubergines and chestnuts, they are extremely confident to recall the rules. They know the boundaries and how to use the equipment incredibly safely.

## Setting details

<b>Unique reference number</b>	127498
<b>Local authority</b>	Kent
<b>Inspection number</b>	10128686
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Calver, Mary Clare
<b>Registered person unique reference number</b>	RP905224
<b>Telephone number</b>	01303 813365
<b>Date of previous inspection</b>	16 October 2015

## Information about this early years setting

Rising Fives Nursery registered in 1992. It is located in Smeeth, Ashford, Kent. The setting is open Monday to Friday from 9am until 3pm, during term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff, of whom five hold relevant early years qualification at level 3 or above. This includes one member of staff who holds early years professional status.

## Information about this inspection

### Inspector

Kelly Hawkins

### Inspection activities

- The inspector observed the staff interacting with children and carried out a learning walk with the manager. The inspector assessed the impact the interaction and learning opportunities have on children's learning.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector looked at written documentation, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019