

Inspection of Rising Stars Daycare

Nechells Parkway, BIRMINGHAM B7 4PT

Inspection date: 27 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children in the nursery are confident, inquisitive and self-assured. They are happy and very settled at this well-resourced and safe nursery. Staff are caring, nurturing and support children's emotional and physical well-being effectively. Children have built strong attachments with the staff. Babies receive lots of emotional warmth and reassurance as they learn new skills, such as walking. Staff model language to help develop children's vocabulary. For example, they say, 'Let's walk' as children take steps towards the sink to wash their hands. Children have lots of opportunities to make choices in their play. Toddlers enjoy role play. They take time washing dolls with soapy water and learn the importance of taking care of themselves and others. Staff provide simple explanations to questions that children ask. For example, they tell children that they wash hair to keep it clean.

Pre-school children explore mathematical concepts. They count and look for shapes in the environment. Some children proudly share their achievements with the adults, while others are amazed at their own achievements and jump up and down with excitement. Staff take a genuine interest in what children say. They praise children enthusiastically, clapping their hands. Children's behaviour is good across the nursery. They know the routines and play well together. Children of all ages approach visitors confidently, ask questions and share their achievements freely. They are respectful and show good manners.

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

- Leaders and managers have worked hard to address the actions set at the last inspection. They have responded positively to the support from the local authority and implemented strategies to improve the quality of staff's interactions with children. Staff have attended in-house training on topics such as 'in-the-moment planning', and their knowledge is strengthened through team meetings. Consequently, overall, teaching has improved and children's play experiences are challenging.
- Staff are particularly good at supporting children to be independent. For example, babies are encouraged to hold a spoon and feed themselves. Pre-school children take part in manageable tasks and toddlers are encouraged to tidy up. Staff frequently say, 'Have a go'. This motivates children to persevere and keep trying.
- Children's good health is promoted well throughout the nursery. Staff gather information from parents about children's dietary requirements. They provide children with healthy and nutritious meals, making sure that the catering company are fully aware of children's specific dietary requirements. Children are encouraged to wash their hands at appropriate times. Staff ensure children are physically active. Children regularly go out to play in all weathers.

- Staff know the children well. They routinely observe and assess their learning. They provide daily child-led and adult-directed activities, which help to promote children's next steps in learning. The nursery's special educational needs coordinator works with parents to help children who may need additional support to progress. Managers and staff monitor children's progress to identify gaps in children's learning and ensure these are addressed. Children progress well in readiness for their eventual move to school.
- Partnerships with parents are strong. Staff keep parents updated on their child's day and the progress that they are making. For example, they use online journals and arrange parents' evenings. Parents say that they find staff are caring, trustworthy and supportive. They say that their children are progressing well and developing confidence and independence.
- Staff promote children's communication, language and literacy. For example, staff interact with children positively, talk to them and ask questions. Babies enjoy joining in with the staff and singing songs, and pre-school children enjoy making marks and looking for their names. They learn to recognise the different letter sounds in their names and successfully look for name tags that belong to their friends. However, there is room to review the organisation of whole-group activities aimed at fostering these skills, particularly in the toddler room. Occasionally, the sessions provided are too lengthy. Therefore, they are not always fully age appropriate and do not entirely promote children's engagement at the highest level.
- Leaders and managers are committed to improving the quality of their provision. They are ambitious and have high expectations for what children can achieve. Systems for staff supervisions are in place. However, there is scope to monitor staff's practice even more sharply in order to enhance confidence and raise the quality of teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff have a sound understanding of the procedures to follow to share concerns they have about children's welfare. They are knowledgeable about the indicators of harm and the procedures to follow should an allegation be made against a member of staff. Staff are aware of their responsibilities with regards to the 'Prevent' duty. Effective recruitment procedures are in place and staff are all suitably vetted. Staff conduct daily checks in the nursery environment, and all external doors are locked. This helps to remove risks of unauthorised access into the setting or children leaving the premises unnoticed.

What does the setting need to do to improve?

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

- review the organisation of whole-group activities, particularly those aimed at promoting communication, language and literacy, so that the experiences provided are fully age appropriate and promote children's engagement at the highest level
- strengthen systems to monitor staff's practice even more sharply to enhance confidence and raise the quality of teaching to the highest level, and achieve the best outcomes for all children.

Setting details

Unique reference number	EY488988
Local authority	Birmingham
Inspection number	10086597
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 17
Total number of places	85
Number of children on roll	78
Name of registered person	Rising Stars Day Care Limited
Registered person unique reference number	RP534566
Telephone number	0121 572 6464
Date of previous inspection	27 November 2018

Information about this early years setting

Rising Stars Daycare registered in 2015. The nursery employs 21 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, nine hold appropriate qualifications at level 3 and four hold appropriate qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 8pm and after-school sessions are offered.

Information about this inspection

Inspector

Rupi Phullar

Inspection activities

- The inspector carried out a learning walk with the manager to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning in the nursery.
- The inspector completed joint observations of a number of activities with the manager.
- The inspector held discussions with staff, children and the management team.
- The inspector looked at relevant documentation and evidence of the suitability of persons working in the premises.

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.

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