

# Inspection of Rise and Shine Early Years

Monkhouse Primary School, Wallington Avenue, North Shields NE30 3SH

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Inspection date: 31 January 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Parents talk about how children are 'full of smiles' and happy to come to nursery. This is demonstrated when children arrive eagerly into the bright and stimulating environment. Staff have high expectations for all children and plan challenging activities that help them to build on what they know, remember and can do. This contributes to children's very good achievements in their learning. However, sometimes, the organisation of activities means that some children are not able to benefit fully from staff's good-quality teaching.

Staff give children gentle, consistent reminders to be kind and to consider the needs of others. Children behave well and with skilled support from staff, they talk about and understand their feelings. They begin to develop early friendships and close bonds with staff. Children often approach staff for reassurance and comfort, showing that they feel safe and secure in their care. Children benefit from plenty of fresh air. For example, they go for walks in the community and play in the garden. Older children's physical development is promoted very well. They run, climb and ride on bicycles. However, babies and very young children have fewer opportunities to develop their physical skills as well as possible.

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

- The manager is committed to ongoing improvements. She observes staff and gathers feedback from them and parents to help to identify ways to enhance practice. For example, room layouts have been changed and there are plans to enhance provision for children's learning outdoors. Staff regularly reflect on and adapt activities. This helps to strengthen the quality of teaching.
- Partnerships with parents are a distinct strength. Staff ensure that they fully understand what children learn at nursery and share ideas to extend this at home. Parents help with observations and assessments of their children's learning. This joined-up approach to teaching children contributes to their good achievements.
- Staff know and understand children's preferred learning styles and generally consider this well when planning activities. For example, children who enjoy energetic play develop good problem-solving skills as they free toy animals from ice blocks using hammers. They talk about different ways to remove the ice and keep trying when they find it tricky.
- Babies have plenty of opportunities for sensory play. For example, they explore different textures while playing with cereal and shaving foam. However, staff have not considered more effective ways to support babies who are becoming increasingly mobile. They do not consistently provide enough opportunities for babies and toddlers to pull themselves up, take early steps and learn to climb.
- Older children show a very good understanding of early mathematics. For

example, they accurately count the bricks in the towers they build and compare the heights. This is supported well by staff. They incorporate numbers and counting into activities and routines.

- Staff do not always organise group activities well enough to ensure that children are consistently involved and motivated to learn. Occasionally, staff do not consider the individual needs of children precisely enough to ensure that activities are appealing and appropriate for all children taking part. Also, there are times when children have to wait too long between activities.
- All children benefit from exciting story times, which help them to develop early literacy skills. Staff are skilful readers, igniting children's interest and encouraging their involvement in stories. Toddlers listen attentively and join in with familiar phrases. Babies point at pictures and learn to turn the pages of a book.
- Hygiene standards are robust. Staff teach children good hygiene habits that help to promote their good health. For example, children explain that they need to wash germs away before eating.
- Children develop good independence skills. For example, they help to prepare snack and learn to manage their own shoes and clothing.
- Staff help children to learn about the similarities and differences between themselves and others. For example, children look in a mirror and make dough models of their faces. They learn about different cultures and festivals through age-appropriate activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection procedures. They know about the different kinds of abuse that children can suffer from and how to identify children at risk from harm. This includes wider aspects of safeguarding, such as protecting children from extreme views and behaviours. Good measures are in place to keep children safe while in nursery. Regular checks help to ensure that the building remains safe and secure for children and that activities and resources are suitable. Arrangements for staff recruitment are robust and help to ensure that staff are suitable to work with children.

## **What does the setting need to do to improve?**

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

- refine the organisation of activities to ensure that children do not wait too long between activities and that they are even more motivated and eager to learn
- extend the opportunities that the youngest children have to develop their physical skills.

## Setting details

<b>Unique reference number</b>	EY478681
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10131634
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Rise and Shine Playgroup Limited
<b>Registered person unique reference number</b>	RP533761
<b>Telephone number</b>	07745105495
<b>Date of previous inspection</b>	10 March 2016

## Information about this early years setting

Rise and Shine Early Years registered in 2014. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including two qualified teachers. The nursery opens from Monday to Friday, 7.40am to 6pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Wilkins

## Inspection activities

- The manager showed the inspector around the nursery and talked about the curriculum and how the nursery is organised.
- The inspector observed staff's teaching and assessed its impact on children's learning and development.
- The manager and inspector observed and evaluated an activity together.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.
- The manager and inspector met to discuss leadership and management issues. The inspector looked at a range of documents, including evidence of the suitability checks carried out on staff.

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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