

Inspection of Little Rising Stars Childcare

20 Dean Street, Liskeard PL14 4AF

Inspection date: 22 June 2021

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	Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to play with the variety of interesting and challenging activities. Staff keep children's well-being and enjoyment at the centre of everything they do. The owner/manager has an ambitious vision to provide high-quality inclusive care and education, to all children. She provides excellent support to the staff team through comprehensive training programmes. As a result, staff feel valued and eagerly contribute their own ideas to further improve the quality of teaching.

Staff proactively identify the impact of the COVID-19 (coronavirus) pandemic on children's learning and development. They recognise children have spent limited time away from their parents, and some have experienced prolonged absences from the nursery. Staff sensitively provide additional support to help children quickly make good progress in their personal, social and emotional development. This helps children to develop confidence, independence and secure attachments with staff and others.

Staff provide an exciting curriculum that is designed to give all children the knowledge and skills they need to succeed. For example, children help each other as they lift up stepping stones and rubber mats, to look for bugs hiding underneath. Staff use effective questioning; children talk about what they know and understand. Children show kindness to the bugs they find. Children use magnifying glasses to examine the bug's features, and reference books to correctly identify them, before placing each bug in the nursery's specific wildlife area.

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

- Children with special educational needs and/or disabilities are supported exceptionally well. Staff work closely with parents and other professionals to ensure children get the required levels of support they need. Individualised plans are used effectively to focus on the skills children need to acquire and practice to help them make the best possible progress.
- Highly trained staff take account of children's interests and have a clear intent for what they want children to learn. Their in-depth knowledge of how children learn helps them to successfully use a variety of teaching techniques. For example, staff carefully explain and role model how to use different hand positions to roll play dough, to make a ball or to make a 'sausage shape'. This helps children to learn new skills and consolidate their learning. Children describe their play dough as 'squishy'.
- Staff are good role models and give children clear explanations of expectations for behaviour. Children readily share, take turns and follow instructions. Staff encourage children to learn about different cultures and other countries.

Children learn to respect and value one another.

- Children's physical development is promoted well. For example, an enthusiastic and knowledgeable cook provides children with healthy, balanced and nutritious meals. Children with special dietary requirements, preferences and food allergies are well catered for. In addition, a qualified instructor provides additional active sessions for children to develop their coordination, control, and movement, in enjoyable and exciting ways with different equipment.
- The owner/manager is very reflective of her practice. She ensures all staff contribute to the planning. Outdoor areas are well resourced and provide children with a variety of exciting opportunities to learn. However, on some occasions, the intent for outdoor learning is less focused. When current restrictions allow, she has extensive plans to further develop the outdoor area.
- Staff place a strong emphasis on establishing and building good relationships with parents. They find out about home routines to provide consistent care for babies and toddlers. Staff help parents to support their child's learning at home. For example, parents are set a 'challenge for the weekend', such as to find a large stone and paint it. These are used as fun props during story time in the nursery and when children take the painted stones and books home. Parents speak very positively about the staff's support and commitment to provide their child with the best possible start. Parents are enthusiastic about the opportunities children have at the nursery that they would not have at home, such as hands on experiences of seeing chicken eggs hatching and caterpillars changing to butterflies.
- Staff provide children with an environment rich in language. Staff speak clearly to children and pronounce words correctly. They question children, allowing them time to think and respond to test their understanding. Staff extend children's vocabulary effectively. For example, they explain what an author and illustrator do, before reading a story.

Safeguarding

The arrangements for safeguarding are effective.

Following the previous inspection, the designated safeguarding lead reviewed all policies and procedures. This ensures all staff know thoroughly their responsibilities to promote the welfare of children and protect them from harm. Staff are aware of the signs and symptoms that could indicate a child is at risk and who to report concerns to. Staff attend regular safeguarding training to help them keep up to date with current requirements. Effective risk assessments are in place. Staff teach children how to keep themselves safe. For example, staff carefully show children correct methods to test wooden planks are safe to walk on within the obstacle course.

What does the setting need to do to improve?

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

- continue to develop the curriculum in the outdoor area to raise the quality of practice and teaching to the highest levels.

Setting details

Unique reference number	EY544241
Local authority	Cornwall
Inspection number	10129437
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	46
Name of registered person	Little Rising Stars Childcare Limited
Registered person unique reference number	RP544240
Telephone number	01579340050
Date of previous inspection	10 October 2019

Information about this early years setting

Little Rising Stars Childcare registered in 2017 and is situated in Liskeard, Cornwall. It operates each weekday from 7.30am until 6pm, for 51 weeks of the year. The setting receives funding to provide free early years education for children aged two, three and four years. There are nine members of staff. Of these, one holds an early years qualification at level 6 and five members of staff hold level 3 qualifications.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The owner/manager and the inspector completed a learning walk together and discussed how the owner/manager organises the provision and curriculum intent.
- The inspector and the owner/manager completed a joint observation of teaching activities to review the quality of education.
- The inspector looked at a range of documents, including some relating to the suitability of those working with children.
- The inspector spoke to parents to get their views about the setting.
- The inspector spoke to staff and children at appropriate times.

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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