

Inspection of Rising Stars Day Care

109 Templar Drive, LONDON SE28 8PF

Inspection date: 15 July 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

All children show good levels of trust in familiar staff who form warm relationships with them. Children show that they feel happy, safe and secure as they play and explore. Older children behave well and are motivated to learn new things. They follow simple rules and instructions, and concentrate during group activities such as digging, weeding and planting. Younger children move around and join in with activities confidently. For example, they strengthen their hand and finger movements through squeezing and shaping dough. Staff include children who are more reluctant to join in by offering close support and modelling different ways to use the 'sticky' dough. Babies are responsive to close contact with staff and their warm and caring interactions. For example, they enjoy being outdoors with their key person, who blows bubbles for them to enjoy. Babies squeal with delight as they toddle towards the bubbles and reach out to pop them. They become absorbed as they pick up sand and watch it trickle through their fingers. Children with special educational needs and/or disabilities (SEND) receive sensitive support from staff who know them, their families and their diverse needs well. The provider has high expectations for what all children can achieve, including those with SEND or those who speak English as an additional language. She and the staff team work hard to help children make as much progress as possible.

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

- The provider knows what she wants children to learn. She monitors staff practice to ensure curriculum aims are implemented well. Her good recruitment, vetting and supervision procedures contribute well to creating an effective staff team. Staff work well together to provide activities that motivate children to learn.
- Staff working with older children help them to become ready for starting school. They encourage children's independence and prepare them, socially and emotionally, for change. These children are kind and considerate. They work and play cooperatively together, for example as they tidy away resources after a garden activity. They are eager to tell others that they are looking forward to starting school and making new friends. They show that they are well prepared for the next stages in their learning.
- Staff recognise that some younger children and babies have had limited opportunities to socialise with others during the pandemic. They are nurturing and help children to feel safe and develop a sense of belonging and self-assurance. Toddlers enjoy garden play where they explore a range of resources. Babies respond well to the balance of time between playing with toddlers and quieter times with their key person.
- Staff successfully encourage children's communication and language skills. They provide good narrative during children's play to describe what they are doing.

Staff teach children new words, such as 'centipede' and 'helicopter'. They repeat the sounds and gestures babies make as they attempt to say simple words. Occasionally, staff are quick to offer explanations to children, rather than asking questions to encourage their thinking skills. For example, they tell children why they should not over water plants, rather than encouraging them to consider their own responses.

- Staff encourage children to learn about good physical health, for example through activities where they learn about foods that are good or bad to eat. They praise younger children as they use their hands and fingers to build creations with blocks, and babies as they handle toys. Staff are not quite as consistent with implementing opportunities for children, including those with SEND or who are more active, to experience challenging physical play.
- The provider and staff work well with parents, and engage with a range of external professionals to identify and meet children's specific needs. They share information about children, including those who need extra help and support to catch up. Staff inform parents of their children's daily experiences. Despite not currently entering the setting, parents say they feel well informed about their children's welfare and learning. They praise the staff for their hard work in meeting their children's needs.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a good understanding of child protection issues. They recognise the signs that may indicate a child is at risk of harm, and the procedures to follow in the event of a concern. They also understand how to manage any concerns about the behaviour of a colleague. Staff follow good risk assessments to keep children and the premises safe. They monitor accidents and report these to parents. Staff follow good hygiene procedures, including through additional measures due to the pandemic, to prevent the spread of infection. Children learn how to keep themselves and others safe. For example, they use wheeled toys and garden shovels safely to avoid accidents.

What does the setting need to do to improve?

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

- encourage staff to provide more consistent opportunities for children to enjoy challenging physical play to develop their large-muscle skills
- provide greater focus on developing staff practice for questioning children to give them time to think through their answers.

Setting details

Unique reference number	EY393241
Local authority	Bexley
Inspection number	10202092
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 at time of inspection	1 to 4
Total number of places	28
Number of children on roll	49
Name of registered person	Bello, Dorothy
Registered person unique reference number	RP908728
Telephone number	0208 311 9393 07768294747
Date of previous inspection	18 July 2017

Information about this early years setting

Rising Stars Day Care registered in 2009. The nursery is open Monday to Saturday from 7am to 7pm for 50 weeks of the year, excluding bank holidays. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs 10 staff. Of these, seven hold appropriate early years qualifications.

Information about this inspection

Inspector

Stephanie Graves

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager showed the inspector around the nursery and spoke about the curriculum intentions for different children.
- The inspector spoke to the provider, staff, parents and children at convenient times throughout the inspection.
- Children engaged with the inspector to talk about their activities and starting school.
- The inspector sampled documentation, including required records, policies, staff qualifications and information the provider obtains to determine staff suitability.

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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