

# Inspection of Rising Stars Playgroup

1 Station Road, Gloucester GL1 1EQ

---

Inspection date: 12 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are motivated to learn and quickly settle into activities when they arrive. Staff tailor activities to children's individual needs and interests. For example, children enjoy using the mud kitchen, making potions and pretend food. Children's developing language and vocabulary skills are supported well by staff. Staff provide fresh herbs and encourage children to smell them and talk about the different textures of the plants. The manager and staff have high expectations of what they want children to achieve. Consequently, children make good progress in their development from when they start at the playgroup. Children behave well. They form good relationships and cooperate well with their friends. Children learn from each other as they remind their friends about the simple rules, such as sharing. Children show high levels of engagement. They use existing skills to extend their learning. For example, children know which building blocks will create a strong base for their construction. Children show a real sense of belonging. They build warm relationships with the staff, who show respect and value children's home lives and experiences.

Due to the changes in the way the group operates during COVID-19, parents are greeted at the door by staff and do not come into the playgroup. The staff, however, have adapted how they share information with parents to make sure they still have plenty of opportunities to exchange information, to help staff support children and their families, both at home and in the setting.

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

- Managers and staff quickly identify children with additional needs and provide appropriate support. They work closely with other professionals to make sure that they access the correct support to help the children make the best progress possible.
- Staff provide a balanced curriculum that takes into account the needs of individual children. Staff skilfully know how to support children's learning through the activities they provide. For example, children enjoy playing with sensory material, watching how it blows in the wind and changes shape. Staff use open-ended questioning to extend the children's learning. There are systems to monitor children's progress in all areas of their learning. However, on occasions, staff prioritise writing down the progress children are making rather than engaging with the children to extend the children's learning further.
- Staff support children's physical development particularly well. For example, children excitedly join a 'wake and shake' session, where they learn to move their bodies in different ways. Children learn about healthy lifestyles as staff talk to them about the healthy and nutritious snacks and meals they provide.
- Staff and children build strong relationships. Children show confidence in their

interactions with others and as they move around the playgroup. For example, children share news about pets and are willing to try new activities that challenge them.

- The key-person arrangements are effective in ensuring that staff understand individual children's care needs well. However, occasionally, when there are changes to the key person, the sharing of information on children's next stages of learning are not shared as quickly as possible. As a result, the new key person is not always confident in how to support children's learning.
- Parents state that they feel well informed about all aspects of the provision. They report that their children have gained strong communication and language skills. Parents value the various online systems to keep them informed of what their child is learning and how they can support their child at home.
- Managers provide opportunities for staff for their continued professional development and work together to identify training relevant for their professional growth, for example training on caring for children with additional needs.
- Staff feel well supported by the manager. She is particularly good at looking at different ways to support staff in their role. The manager provided in-house training to help promote staff's confidence and well-being.
- Children enjoy playing in mixed age groups, learning to negotiate and play well alongside each other. In these larger groups, staff adapt activities so all children are engaged in the learning on offer.

## Safeguarding

The arrangements for safeguarding are effective.

Management and staff demonstrate good understanding of all aspects of safeguarding and child protection. Managers provide staff with training to update their knowledge and understanding of child protection. Staff recognise signs that may mean a child is at risk of harm. They are confident in the procedures to follow to make sure they deal with any concerns swiftly and correctly with the relevant agencies. Staff are clear on whistle-blowing procedures and mobile phone policies and procedures. There are good recruitment and vetting procedures to ensure new staff are suitable for their roles. A thorough induction and regular supervision meetings mean that staff are clear on their roles and responsibilities. Staff prioritise on health and safety, regularly checking that the premises are safe and secure.

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

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

- improve the arrangements for sharing information about children's development and their future learning needs when there are changes made to a child's key person

- review the systems to monitor children's progress to ensure that staff spend as much time as possible engaging directly with the children to support their learning even further.

## Setting details

<b>Unique reference number</b>	2623945
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10213833
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Chambers, Emily Christine
<b>Registered person unique reference number</b>	RP556760
<b>Telephone number</b>	07760454203
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rising Stars Playgroup registered in February 2021. The playgroup is in the centre of Gloucester. The playgroup offers care from 8.30am to 3.30pm, Monday to Friday, all year round, except for two weeks at Christmas. The playgroup employs nine members of staff who work with the children; all except one member of staff hold appropriate childcare qualifications at level 2 or 3, and the manager holds an appropriate childcare qualification at level 6. The playgroup provides funded early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Lorraine Sparey

## Inspection activities

- This was the first routine inspection the setting received since the COVID -19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to parents to gain their views.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector observed the quality of education being provided in the indoor and outdoor environment, and talked to staff at appropriate times.
- The inspector talked to the children throughout the inspection.

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 2021