

# Inspection of Rising Stars Nursery

Firbank Childrens Centre, Firbank Road, LANCASTER LA1 3HL

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Inspection date: 1 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children arrive at the nursery excited to start their day. Enthusiastic and caring staff greet them warmly. Children confidently choose their activities to start the day, which demonstrates that they feel safe and secure. Children thrive on purposeful interactions with staff in the role-play areas. They act out real-life experiences, such as birthdays and tea parties. Outdoors, children demonstrate good physical development. They navigate bicycles over hilly ground, race small balls through tubes, and make 'potions' in the mud kitchen. This develops children's fine and gross motor skills.

Children are kind and polite towards each other. Staff have created a respectful and positive environment through calm and caring interactions. Children talk about their peers and welcome them to the nursery in the morning through song. Children demonstrate a strong sense of belonging and are learning skills to develop strong relationships.

The manager knows the children and the local area well. She is aware of what children need to develop and thrives on achieving better outcomes for children. Staff understand how children develop. They assess what children already know and build on this effectively. Children are making good progress in their development.

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

- The curriculum is well focused. The manager and staff clearly assess children's development needs to form their intent for learning. Staff want children to leave the nursery as social and secure children, ready for school. The curriculum focuses strongly on communication and language. Staff use purposeful interactions and questions with children to develop their language and understanding.
- Mathematics is well embedded. Staff introduce positional language through role play. For example, staff talk to children about the bread being on top of the plate. Older children are beginning to recognise numbers. Staff challenge children to build on what they already know by encouraging them to find quantities of objects to match a specific number. This helps children to understand that numbers have purpose.
- Children are making good progress, particularly children with special educational needs and/or disabilities. The manager has formed good working relationships with outside agencies to support children's individual needs. Staff are clear on what they are working on with children and know what they want them to achieve next. Everyday activities, such as lunchtime, are used as learning experiences to keep closing gaps in development.

- Overall, partnerships with parents are strong. Staff communicate verbally with parents about the children's day. Parents express that they have good relationships with the staff and manager. Staff have started to provide parents with more information about the children's development. However, this is not yet fully embedded. This results in not all parents being aware of how they can support their children's next steps in their development at home.
- Children behave well. They play happily together and take turns. Staff use different strategies to support children to manage their behaviour. They are aware that certain techniques will only work for certain children. This demonstrates that staff have a good understanding of the children in their care and how to support their individual needs.
- The manager puts a strong emphasis on well-being. Staff express the support they get. This results in a committed and hard-working team of staff who want to achieve the best outcomes for children. Staff assess children's well-being regularly. Staff use this tool to notice dips in children's emotional development so that they can support them early.
- Children who speak English as an additional language make good progress. Staff display words from the children's home language and create word books to support their learning of key words. They often talk about different places children come from, which is displayed on a map.
- Staff promote children's good health. They use everyday experiences to encourage healthy eating and support children with their self-care, such as washing hands and wiping their own noses. This helps to promote healthy lifestyles and supports children to manage their own health.
- The manager has developed a holistic approach to supporting the needs of children. She helps families to gain support for their children's needs as well as the needs of the family. Parents express that the support is not just directed at the child, but the staff are there for the whole family. This demonstrates the team's passion to achieve the best possible outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have well-embedded knowledge of how to safeguard children. Staff are clear on specific child protection issues and what signs to look out for. The manager makes sure that all staff keep their safeguarding knowledge up to date. Several staff have also been trained as designated safeguarding leads. This results in staff feeling well supported as there is always someone available to speak to regarding any concerns. Staff regularly risk assess the area to review any potential risks for children. This demonstrates that children's safety is of the utmost importance.

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

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

- improve partnerships with parents further by sharing children's next steps in their development with them to help them to continue children's learning at home.

## Setting details

<b>Unique reference number</b>	EY432216
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10260718
<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>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	88
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Person 1st Childcare Limited
<b>Registered person unique reference number</b>	RP903503
<b>Telephone number</b>	01524383366
<b>Date of previous inspection</b>	26 April 2017

## Information about this early years setting

Rising Stars Nursery registered in 2011 and is located in Lancaster. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, and one holds a qualification at level 2. The nursery is open from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Valek

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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