

Inspection of Little Rising Stars Childcare

20 Dean Street, Liskeard PL14 4AF

Inspection date:

14 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy at the setting and run inside to see their friends. They talk about their family's birthdays and the colours of their water bottles. Children make their own place mats for the dinner table and develop a sense of what makes them unique. Children say 'please' and 'thank you'. Staff are polite to children and acknowledge their good manners. They remind children to use their cutlery properly, and this supports children's fine motor and social skills.

The curriculum is not ambitious for all children. Staff do not extend younger children's communication and language skills. This means that not all children make sufficient progress. For example, staff do not consistently talk to babies while they change their nappies. Staff identify the need for older children to learn new words as part of their next steps. However, they do not introduce new vocabulary to children or describe what they are doing during play. This prevents children from making expected progress in their communication and language.

Children have positive relationships with staff, who are kind, and feel secure. However, at times, staff are not deployed effectively. This can lead to some children wandering around and not fully engaging in the activities available.

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

- Children love to jump in muddy puddles in the garden. They see how much they can 'stomp' and make the water splash. This supports their physical development. Children play 'find the dinosaur' outside and count to 10 while their friends hide it. This supports their knowledge of numbers. Other children make potions with water and leaves in the mud kitchen. They mix and pour from one container to another. This supports children's imagination and curiosity.
- Staff complete risk assessments. However, staff are not always quick to notice some safety issues when the environment changes during the day. For example, staff do not promptly remove some items, such as whiteboard pens. This could pose a risk to younger children's safety. Leaders have a responsibility to ensure the effective deployment of staff and to ensure safe practices are implemented.
- Most children learn independence skills. Children take their all-weather suits and boots off when they come in from the garden. They know where their boots must go and ask for help if needed. Pre-school children wash their hands after being outside or after using the toilet. However, toddlers are not supported to do this and, consequently, they do not wash their hands after visiting the toilet. Staff do not give clear instructions, and toddlers struggle to listen. They do not make positive choices in their self-care or understand why they should do this.
- Pre-school children enjoy songs and stories together before lunch. They enjoy listening to the story of 'The Gruffalo'. Staff talk about the context of the story,

and this helps children learn about the world around them. Staff value the children's contributions and allow them to choose which song to sing next. Pre-school children know most of the words from familiar songs and clap to the beat. This supports older children's knowledge of rhythm and rhyme. Younger children do not routinely have stories read to them or songs sung to them. This prevents younger children from building on their listening skills. Subsequently, they do not develop their knowledge of stories, language and the wider world. Staff do not sequence all children's learning effectively.

- Staff support children with special educational needs and/or disabilities (SEND) well. They follow their interests and allow them to make choices in their play. For example, children with SEND show an interest in numbers and choose to make numerals with wool on the floor. Staff display a sand timer to encourage children to tidy up. Children respond enthusiastically and the visual aid helps children achieve the task.
- Staff are proactive in supporting children whose home language is not English when they join the setting. This helps them to settle into daily routines. Staff research keywords from children's home language and liaise with parents on correct pronunciation. This helps children to build relationships with staff and new friends.
- Parents do not enter the setting following the COVID-19 pandemic and drop off at the front door. Despite this, parents are happy with the feedback and communication from key persons. Parents comment that their children settle in quickly when they arrive and have become more confident since attending. They receive regular updates through an online digital platform. Parents praise the staff for the advice they offer on how to support their children to learn to walk and try new foods.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify possible signs of abuse and neglect. They access regular training from the manager and the local authority. Staff know how to report any concerns about a child's welfare. This helps keep children safe. Staff are knowledgeable on the whistle-blowing policy. They know how to escalate child protection concerns internally or to relevant outside agencies. This ensures referrals are managed effectively. Staff have a good understanding of 'Prevent' duty. This means that they are vigilant to behaviours that may give cause for concern. Induction and recruitment procedures for new staff ensure that they are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the curriculum is sequenced and ambitious so that staff plan activities and experiences based on children's next steps of development	12/12/2022
ensure staff are deployed effectively to meet the needs of children and deliver good levels of teaching and learning	28/11/2022
implement effective risk assessments so that potential hazards are identified and removed, to maintain children's health and safety.	28/11/2022

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

- review children's daily routines to ensure all children follow good hygiene procedures.

Setting details

Unique reference number	EY544241
Local authority	Cornwall
Inspection number	10259153
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	50
Number of children on roll	43
Name of registered person	Little Rising Stars Childcare Limited
Registered person unique reference number	RP544240
Telephone number	01579340050
Date of previous inspection	22 June 2021

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 16 members of staff. Of these, one holds an early years qualification at level 6 and eight members of staff hold relevant childcare qualifications from level 2 to 5.

Information about this inspection

Inspectors

Jemma Honey
Victoria Jones

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provision.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the nominated individual about the leadership and management of the setting 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022