

# Inspection of Raise to Shine Childcare

70 Stratford Road, Shirley, Solihull B90 3LP

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Inspection date: 27 January 2023

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

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

### **The provision is outstanding**

Children are warmly welcomed into this vibrant, nurturing setting. Settling-in periods are extremely supportive and tailored to meet the unique needs of each child. This gives children ample time to build trusting relationships with their key person and to feel safe and secure in their new environment. Leaders and practitioners are passionate about giving children the best start in life. Children are given time to express their needs and fascinations through their highly developed language skills or through actions and sounds. Practitioners are highly skilled in interpreting these communications and respond with kindness and respect. Children show high levels of self-esteem and curiosity, which will support them as they progress in their education.

Children experience a broad, exciting curriculum that is closely aligned with their interests and identified needs. They are actively engaged in exciting and purposeful play, such as a weekly cooking session, which helps to foster rapid progress in their learning. There is a strong focus on developing communication skills, and practitioners use basic sign language during daily activities, story time, and while singing rhymes to encourage children to communicate independently. Younger children confidently name animals and mimic animal sounds, while older children have extremely well-developed skills. Children confidently act out a simple story and adopt voices; for example, when pretending to be a panda bear, they say they are eating 'some nice green leaves'. More-able children readily recognise the first letter name of objects during play.

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

- The provider is also the manager. She is reflective and ensures the whole team receives an extremely high level of support to build a robust and challenging curriculum. Room leaders have specific time away from the room to use their sharply focused assessment of children's progress to identify what children need to learn next and plan exciting and engaging activities to promote highly successful learning. Team training takes place when the nursery is closed to provide uninterrupted professional development. To further promote practitioners' well-being, they can independently access an online counselling support service.
- Transitions within the nursery are extremely well planned. Children's key persons share valuable information with each other and liaise with parents to ensure a seamless transfer. This ensures that children's learning is unaffected as they continue their educational journey.
- Practitioners are outstanding role models for children. They show value and respect for each other and offer praise and encouragement to children in order to help build self-esteem. Practitioners show children how to play with toys and

build on their emerging interests. They sensitively remind children to be kind to one another and help respect differences in each other through discussions and the use of themed books. Children behave exceptionally well and display excellent manners and attitudes as part of their usual interactions. They readily say 'please' and 'thank you' and remind their friends when it is time to share toys. Strong relationships are evident, and children are extremely happy and proud to share their achievements with their friends.

- Support for children with special educational needs and/or disabilities (SEND) is exceptional. An independent special educational needs coordinator is employed to liaise extremely closely with practitioners, parents and other professionals to develop targeted individual learning plans. Practitioners have an excellent understanding of how children develop, and this supports children to exceed the identified targets. This combined approach ensures that children with SEND receive highly effective support very quickly, which leads to rapid progress in their development.
- Children are provided with an exceptionally high-quality menu that is well-balanced and nutritional. Children are learning about the links between healthy eating and healthy teeth and bodies. Conversations take place during mealtimes that help children recognise fruit and vegetables and how to keep their teeth clean. Oral hygiene is further promoted as toothbrushing is introduced for older children.
- Partnership with parents and carers is exemplary. Parents hold the nursery in high regard, and attribute their child's exceptional progress in their education and personal development to the unfaltering commitment of the staff team. Parents are kept fully informed about their child's achievements and progress daily. They highly value the opportunities to learn about their child's progress during parents' evening and social events, such as the nursery trip and the picnic in the garden that help build a sense of community. Extensive information-sharing ensures that parents can be actively involved as partners in their child's learning.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have an extensive understanding of how to keep children safe and the procedures to follow should they have concerns that a child may be at risk of harm or radicalisation. Practitioners are confident in the process to follow should they have concerns about an adult working or visiting the nursery. Leaders give high priority to partnership working and confidently access early help to provide timely support for children. Robust risk assessments promote the health and safety of all children as they eat, sleep and play inside and outdoors. Secure recruitment and induction procedures ensure the suitability of all staff.

## Setting details

<b>Unique reference number</b>	2595651
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10264042
<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>	0 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Raise To Shine Childcare Ltd
<b>Registered person unique reference number</b>	2595652
<b>Telephone number</b>	07429207753
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Raise to Shine Childcare registered in 2020 and operates in Shirley, Solihull. The setting employs nine members of childcare staff, eight of whom hold early years qualifications that range from level 6 to level 2. The setting operates for 51 weeks of the year, Monday to Friday, from 7.30am to 6pm. It provides funded early education for two-, three- and four-year old children.

## Information about this inspection

### Inspector

Karen Millerchip

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Parents and carers shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider showed the inspector documentation to demonstrate the suitability of staff.
- Staff and children spoke with the inspector during 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.

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