

# Inspection of Rising Stars Nursery

Brewery Road, Sittingbourne, Kent ME10 2EE

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Inspection date: 14 March 2023

<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 and babies are confident as they explore the inviting environment. On the whole, staff create a variety of activities to engage children in different types of learning. For example, pre-school children show a particular interest investigating bugs and insects that have become stuck in slime. They learn how to describe the texture of the slime, such as using words like 'gooey' and 'slimy'. This helps to broaden children's knowledge and vocabulary. Children show great focus as they talk to staff about the individual properties of each insect. They develop their imagination as they fly around the garden pretending to be a beetle. This is an extremely enjoyable, positive experience for children.

Children are exposed to a language-rich environment as they regularly take part in singing activities. Children show high levels of enjoyment joining in with words and actions throughout the day. Staff support children to understand boundaries and the importance of privacy. They use songs effectively to teach children about how to look after their bodies and keep themselves safe.

Children have plenty of opportunities to engage in physical exercise, and they play outside in the fresh air. Children show high levels of enjoyment as they run, climb and jump. This provides opportunities for them to develop their core strength, coordination and balance.

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

- Staff support pre-school children to develop their listening and attention skills. For example, they use smaller group time effectively to encourage children to sit and listen intently to stories. This helps prepare children for their transition to school. However, at times in the baby room, staff do not recognise when babies and toddlers lose interest and focus in activities. This results in younger children not benefitting fully from the variety of learning opportunities that are available to them. This impacts the progress they make.
- Staff have been working closely with parents to promote healthy eating. Children have opportunities to choose from a variety of healthy snacks throughout the day, including fruits and vegetables. This gives children the opportunity to develop their independence and make good healthy choices for themselves. Staff also offer nutritious, hot meals at lunchtime to further promote a well-balanced diet.
- Staff provide opportunities for children to learn about appropriate behaviours. For example, they sing a song about privacy and keeping themselves safe. Staff give children gentle reminders of the rules when needed. However, the arrangements for younger children are not as effective. For example, during mealtimes and group activities in the baby room, staff manoeuvre children

without providing an explanation of what is expected of them. This means babies and toddlers are not developing an understanding of the expected behaviour during their daily routine.

- The support for children with special educational needs and/or disabilities (SEND) and those in receipt of additional funding, such as early years pupil premium, is good. Staff identify potential areas of need and then use funding effectively to fully benefit each child it is allocated to. For example, this funding is used to purchase resources and provide specialist support from specialist teachers. This provides effective support to ensure children with SEND and vulnerable children make good progress, and it helps to narrow the gap between them and their friends.
- Parents are extremely happy with the support they receive from staff. They speak very highly of the staff team, commenting on the friendships their children have made. Parents feel their children, especially children with SEND, have made significant progress since attending the setting. Staff work closely with parents to ensure children receive the support they need, explaining to parents how to support children even further at home.
- The manager completes regular supervision sessions and observations to review staff performance. She is very knowledgeable about the needs of the children in their care, working closely with parents and external professionals. Staff feel well supported by the manager and feel comfortable in approaching her with any issues.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge. They are aware of the potential signs showing a child may be at risk and know who to contact if they have concerns about a child. The manager has designated lead practitioners responsible for safeguarding. The manager understands her legal duty to report any allegations made against a member staff to the local authority. She has experience liaising with children's services and works closely with families to safeguard children. The manager has robust procedures in place to recruit new staff, ensuring the required suitability checks are completed.

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

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

- help staff understand how to consistently engage the youngest children in meaningful, rich learning experiences appropriate for their age and stage of development
- provide more consistent support and explanation to babies and toddlers, to help them better understand what is expected of them.

## Setting details

<b>Unique reference number</b>	EY432010
<b>Local authority</b>	Kent
<b>Inspection number</b>	10276186
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	27
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Children and Families Limited
<b>Registered person unique reference number</b>	RP903564
<b>Telephone number</b>	01795 475 438
<b>Date of previous inspection</b>	5 July 2017

## Information about this early years setting

Rising Stars Nursery registered in 2011 and is located inside a children's centre in Sittingbourne, Kent. The setting is open from 8am to 6pm, Monday to Friday, all year round. The setting employs 13 members of staff. Of these, one holds a level 6 qualification, two staff hold a level 5 qualification and seven members of staff are qualified to level 3. The setting receives free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jasmine Nelson

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 that this was having on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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