

# Inspection of Rise and Shine Day Nursery

134 Biscot Road, Chaucer House, Unit 1, Luton, Bedfordshire LU3 1AX

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Inspection date: 18 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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	Outstanding

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

### The provision is good

Staff help children to settle for their day and enthusiastically greet them. Children instinctively know where to put their coats and quickly become engaged in their learning. Staff support children in their chosen activity. They provide role-play areas that encourage children to engage in imaginary play. Children and staff constantly share ideas and talk about their play. For example, when they are playing 'doctors', staff introduce ideas about stethoscopes and how they help doctors to listen to a heartbeat. Children use a breadth of language to describe the things they are doing in their play.

Staff have established good relationships with the children. They are nurturing and support learning well. Children show good levels of attention as they play. Younger children have fun creating hedgehogs. They stick on paper and use paint to create their own hedgehog design. Older children use their fingers to paint leaves on a tree. Staff help children to recall previous learning. Children talk about the colour of the leaves turning red, orange, brown and yellow, and they explain that these are 'the colours of autumn'. All children make good progress in their development, including those with additional needs. They show positive attitudes to their learning.

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

- The leadership team has a clear and ambitious vision of what it wants children to learn. Leaders ensure that staff understand their vision. Staff plan activities that build on what children know and can do. Staff say that they feel well supported and value the continuous professional development they receive.
- Mathematical language is woven into everyday play. Children try to form different shapes from play dough by matching them to printed shapes. Staff support children with problem solving when they find it difficult. Children divide the dough and count the number of pieces. Children are making good progress in their mathematical development.
- Staff expose children to a language-rich environment. Children develop their vocabulary by learning new words, such as 'nocturnal', when talking about bats in relation to their current topic of autumn. Children who speak English as an additional language (EAL) are successfully supported by staff.
- Children enjoy fresh air, and they spend plenty of time outdoors. They use chalk to make marks on the wall, sit and share books with staff, and practise their physical skills. Children ride on tricycles, roll hoops and jump on mini trampolines.
- Children behave well. They listen to staff and follow instructions. Staff act as good role models for children. They support children to resolve disagreements. For example, when children struggle to share toys, staff explain that there are

enough for all children and help them to distribute them fairly. Children receive lots of praise for their efforts and achievements.

- Managers provide extensive support for all children and their families throughout their time at the nursery. This includes children who speak EAL and those with special educational needs and/or disabilities (SEND). The special educational needs coordinator (SENCo) works closely with parents and other professionals and ensures that additional support is in place while children with SEND wait for specialist services. This helps children to reach their full potential.
- Consistent routines help children know when it is time to tidy away and when it is time for outside play and group time. Children sit together for group activities. Initially, they show interest and sit to listen to the story. Staff ask children to remember their previous learning about authors and illustrators. However, sometimes, these group times are too large and do not meet the needs of all the children taking part. This results in children losing interest and becoming distracted.
- Partnerships with parents are good. Parents value the high level of care each child receives. Parents state that these special relationships and the bespoke support they receive have helped their children to make continuous progress in their development since starting at the nursery. Parents particularly enjoy the workshops offered by the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff promote a strong safeguarding culture within the setting. They have a clear understanding of their duty to keep children safe. Staff know how to report any concerns about children or a person in a position of trust to the local authority safeguarding partners. Staff carry out vigilant checks throughout the day and remove any hazards to help keep children safe. Leaders follow safer recruitment procedures to ensure that all staff have the required checks in place. They carry out ongoing suitability checks to ensure that they continue to be suitable to work with children.

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

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

- review the organisation of large group times so that all children can become deeply engaged in the rich learning opportunities during this time as they do at other times of the day.

## Setting details

<b>Unique reference number</b>	EY480846
<b>Local authority</b>	Luton
<b>Inspection number</b>	10304220
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Rise & Shine Nursery Ltd
<b>Registered person unique reference number</b>	RP905777
<b>Telephone number</b>	01582736439
<b>Date of previous inspection</b>	4 December 2018

## Information about this early years setting

Rise and Shine Day Nursery registered in 2014 and is located in Luton. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The nursery manager and deputy hold qualifications at degree level. The nursery opens Monday to Friday, during term time. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Topham

## 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.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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