

# Inspection of Rising Stars (9 to 5) Limited

Markyate Parish Council, Markyate Village Hall, Cavendish Road, Markyate, St.  
Albans AL3 8PS

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Inspection date: 20 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### **The provision is good**

Staff welcome children enthusiastically on their arrival at the nursery. Children quickly settle into the nursery routine, demonstrate a positive attitude to their learning and behave well. Staff frequently read stories to the children from a young age. They encourage children to talk about the illustrations on each page and the content of the story. Older children sit appropriately, listen well and learn new vocabulary associated with the story. Staff encourage younger children to explore natural resources. For example, children practise their hand-to-eye and coordination skills as they carefully place wooden eggs into egg boxes. Furthermore, staff provide younger children with opportunities to develop their creative skills. Children learn how to spread glue onto paper and enjoy decorating their pictures with colourful feathers.

Staff respond warmly to babies' gestures and sounds, which supports the foundations for babies' early language development effectively. They provide age-appropriate resources and encourage babies to gain strength in their legs in readiness for walking. For example, babies are helped to pull themselves up and manoeuvre activity walkers. Staff encourage babies to explore musical instruments and to listen to the sounds they make. Additionally, they play peekaboo games with the babies, who respond by smiling and moving their bodies to express their enjoyment. Staff provide daily opportunities for children to play outside in the fresh air. Children confidently climb the steps of the slide, smile as they descend and eagerly take a second turn.

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

- Children demonstrate that they feel safe and secure. They form close bonds with the nurturing staff. For example, babies receive cuddles, and older children confidently ask for support from staff if they need help. This actively supports children's emotional development.
- Managers and staff work well together as a team. They regularly evaluate the overall quality of the provision. For example, staff plan to make further improvements to the outdoor area to enhance the children's development when they play outside. Staff receive ongoing supervision and opportunities are provided to support professional development. However, training opportunities for the less experienced staff require further evaluation to enhance their knowledge and skills to a higher level. An appointed 'well-being warrior' also actively supports staff's emotional well-being.
- Staff complete ongoing observations of the children and evaluate this information to plan what children need to learn next. They recognise children's interests and also plan more-focused activities to progress their learning. However, occasionally, during small-group activities, staff do not always focus on

the planned learning intention. Additionally, some less-experienced staff do not always use spontaneous opportunities to build on what children know and can already do.

- Staff support children with special educational needs and/or disabilities effectively, including children who receive extra funding. They work closely with the child's family and other professionals. Achievable targets are set and appropriate adaptations are made to the environment and activities. This supports children to have fun and make progress in their development alongside their peers.
- Managers, staff and the nursery cook demonstrate a good understanding of children's dietary requirements, preferences and food allergies. This ensures children's individual dietary needs are met. Children enjoy healthy, nutritious meals and snacks. Mealtimes are used effectively to develop children's self-care skills. Staff encourage babies to use their fingers to pick up their food and feed themselves. Older children use cutlery very well.
- Parents comment positively about the care and learning opportunities provided for their children. Flexible settling-in sessions help to build relationships with the children and their families prior to them attending the nursery. Parents receive daily feedback about their children's day, termly progress reports and regular photos of their children participating in activities. Furthermore, packs containing activity ideas are provided to support children's ongoing learning at home.
- Children thoroughly enjoy visiting places of interest around the local community. They show 'acts of kindness' by delivering flowers to the fire station, doctor's surgery and chemist. Additionally, children learn about the diversity of others. For example, they sample new foods, such as noodles and prawn crackers in celebration of the Chinese New Year, and make diva lamps out of clay to celebrate Diwali.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff further to have a clear understanding of the curriculum intent so that their teaching consistently focuses on what they want children to learn, and use every opportunity to extend children's learning during spontaneous activities
- strengthen training and coaching opportunities for less-experienced staff.

## Setting details

<b>Unique reference number</b>	2656490
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10332931
<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>	0 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Rising Stars (9 to 5) Limited
<b>Registered person unique reference number</b>	2656492
<b>Telephone number</b>	01582 359330
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rising Stars (9 to 5) Limited opened in 2021 and operates from Markyate Village Hall, Markyate, St Albans. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications. The nursery opens from 7.30am to 6pm all year round. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Ann Austen

## 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 and the inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspector. This included evidence of staff suitability.
- The inspector took account of the views of parents by speaking to them.

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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