

Rising Stars Nursery & Daycare

14 Church Lane,, Tottenham, LONDON, N17 7AA

Inspection date

26/11/2012

Previous inspection date

05/07/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- The needs of creche children are not being met. They are unsettled and unable to engage in purposeful play because of lack of organisation or a key member of staff to take care of their needs.
- Equal opportunities are not promoted consistently. Lunchtime arrangements fail to ensure that inclusive practice is fostered. As a result particular groups of children are segregated from the main group.
- Risk assessments are not carried out and hazards to children are present in the outdoor area.
- Although children behave extremely well. At times staff do not use consistent and clear boundaries and children are told to sit on the carpet and be quiet for periods of time that are too long.
- The monitoring of activities and resources is not sufficient to ensure that there are fun, exciting and challenging learning opportunities and outdoor play is extremely limited.
- The management team does not monitor the nursery provision effectively which means that staff are not consulted adequately about major changes to the routines and organisation. In addition, it results in identified aspects for improvement not being achieved or sustained.
- Staff are yet to fully implement the assessment requirements to ensure that children are being monitored and supported to develop in all areas of learning, including checks for children aged between two and three.
- Children's independence and enjoyment is not supported during mealtimes.

It has the following strengths

- Managers and staff are very keen to address the issues raised and make improvements for the benefit of children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing children's play in the three group rooms of the nursery
- The inspector talked with staff about the setting's procedures and children's learning and development
- The inspector met with the registered person, manager and staff
- The inspector carried out a joint inspection of the outdoor play area with the registered person
- The inspector examined a sample of documents and records

Inspector

Catherine Greene

Full Report

Information about the setting

Rising Stars Nursery was registered in 2011. The nursery is based in a converted house in the Lordship Lane area of the London Borough of Haringey. It occupies two floors with a baby room, toddler and preschool room, kitchen, toilets, office and training room. There is access to an outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children who speak English as an additional language. The nursery receives funding for the provision of free early education for two, three-and four-year olds. There is a team of 13 staff including the registered person; 13 staff hold early years qualifications to level 2 or level 3. There are 50 children on roll in the early years age group. The setting is open all year round, Monday to Friday from 7.30am until 6pm.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the assessment arrangements to recognise and measure children's progress, understand their needs and to plan activities and support
- implement the progress check at age two, providing a summary of children's development in the prime areas of learning.
- implement a behaviour management policy effectively and give staff advice on behaviour issues so that children learn behavioural expectations and can play safely
- ensure risks or hazards which may arise for the children are assessed and identify the steps to be taken to remove, minimise and manage those risks and hazards
- review the organisation of lunch time to ensure that all children are included, valued and supported, so that inclusive practices that promote and value diversity and difference are encouraged at all times.
- improve planning of learning opportunities for the educational programme by: a) providing rich learning opportunities through play, both inside and outdoors, which are interesting, challenging and have stimulating resources; b) using routines as an opportunity to support children's learning; and c) monitoring how children engage in activities to consider their learning and enjoyment

- ensure that every child's learning and care is tailored to meet their individual needs by: making sure each child is assigned a key person and parents and/or carers are told the name of this person and their role in supporting their child.

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

- include outdoor play more frequently, so that children can fully explore, build, move and experience the natural world.
- improve the system for self-evaluation to ensure that it is more rigorous and effective in informing the setting's priorities and setting challenging targets for improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy some play and experiences that support their ongoing development. However the educational programme does not cover all areas of learning successfully. Children mostly arrive happily into the nursery and are initially keen to take part and join their friends. Staff demonstrate a developing knowledge and understanding of how to engage and promote children's learning through play. However, they are yet to implement effective assessments. Therefore, requirements to complete the two-year-old progress check and monitoring of children's progress across all areas of learning are not fully in place. This means that systems to monitor children's progress are not currently secure. There are new staff and key persons have recently been moved around group rooms. As a result staff do not always know their key children well and therefore planning around individual children's interests is weak.

Children's language development is supported through opportunities to engage in some conversations and interactions with staff and their friends. Staff working with babies do not always talk to them as they play and there is repetitive music playing constantly which is very distracting. Activities are not currently planned well by the staff across group rooms. Children have access to a very basic range of activities, such as plastic activity toys, construction bricks and some creative activities such as painting. However, when a painting activity is set up for babies, because this is not well planned, babies do not enjoy the activity at all. The equipment and techniques used in this painting activity are not appropriate.

Children in the two-year-old group room sit on the carpet before lunch to have a story read to them. They are not included in the choice of story and are not allowed to choose books to look at themselves. The staff member reads to them but they quickly become bored and frustrated. The children are told to be quiet while they have to wait for a long time before they are permitted to move to another activity. When some children get up and start to run around, they are given inconsistent messages by staff. Some staff allow them to enjoy the more physical play while other staff talk very firmly to children making them all sit down and be quiet.

After lunch, pre- school children sit on the carpet for an adult directed activity and a story session. They are encouraged to sound out the first letters of words phonetically helping them gain an understanding of the sounds each letter makes. After the focused activity children are asked to stay on the carpet as they play with plastic construction bricks; they make a structure and staff praise them for doing well, which boosts their self-esteem. Children concentrate and persevere when completing jigsaw puzzles. However, when they become animated they are told to sit down and be quiet.

Staff say that the outdoor playground is used for fresh air and physical play at the end of the day before children go home. On the day of inspection, children did not go out all day, which means they did not get the opportunity to have fresh air or the chance to enjoy some physical play.

Resources are not well presented to interest the children. For example, The home corner is resourced with mainly plastic items and the dressing up clothes consist of mainly princess costumes that are in a pile in the storage box. As a result, children are not inspired to use the items to support imaginative role-play.

Each term a topic is covered and specific activities or resources planned around this topic, for example, this month cultural songs and rhymes are recorded as being the topic. On the day of inspection, children sit in a circle to sing some favourite songs although they did not sing any songs of a cultural origin. When staff are asked what they have planned for the rest of the afternoon they say they have not planned anything yet. Children have limited resources to play with and with no activities planned and outdoor play planned for the last hour of the day they are quickly become bored and yjeir learning and development is restricted.

The contribution of the early years provision to the well-being of children

Children in the two older group rooms are required to sit and wait for extended periods on the carpet just before and after lunch and at intervals throughout the day. This important time, particularly for the two-year-olds, is not well planned. Children become bored and frustrated and do not want to sit and listen to a story they have not chosen.

Children behave very well and are very compliant with staff instructions. On the occasion that they require support from staff to solve problems in cooperating or in taking turns staff generally listen to them and help them to negotiate with their friends. As a result, children build social skills; they ask for what they need and learn skills in respecting and cooperating with their friends. However, when children become bored and frustrated during whole group activities staff are not consistent in their approach to managing behaviour. At times, their approach is not in line with the nursery's policy. Staff use loud voices to get children's attention and are not consistent in the messages they are giving them.

Pre-school children and toddlers mostly settle quickly to play and separate from their

parents confidently as they arrive at different times throughout the day. Toddlers and babies have continued to be settled and are mostly confident while changes to key members of staff in the group rooms are taking place. On the day of inspection, the majority of babies and older children were able to settle to purposeful play. This is with the exception of children being cared for in both group rooms as part of a crèche who were upset and not having their needs met for lengthy periods.

Children are encouraged to wash their hands routinely before eating their mid-morning snack and lunch, and water is freely available in all group rooms. All areas used by children are very clean. Children benefit from good hygiene routines and they have suitable opportunities to take care of their personal hygiene. Some parents are asked to provide packed lunches for their children. These children are then required to sit separately from children having nursery lunch. Children are given no choice about where they sit and as a result are not fully included with the main group. Babies sit in a line in their highchairs as opposed to sitting together in a sociable group. Older children are not given the opportunity to help staff in laying the tables, pouring their own drinks or serving their own food. At snack time, children are given a set amount of fruit and are unable to self-serve or eat according to their own appetite. This limits their independence and reflects poor organisation of these routine activities and lack of consideration for children's individual needs.

Children are not able to enjoy activities that promote their physical development. There are wheeled toys and areas for children to dig in the garden. However, according to the planned routine children are not taken out for the main part of the day and they only get to go out for the last hour. Any children leaving before this time have no daily outdoor play opportunities.

The effectiveness of the leadership and management of the early years provision

Staff demonstrate sufficient awareness of safeguarding issues and know the appropriate action to take if there are any child protection concerns. A safeguarding policy is in place that is in line with recent changes to requirements. The policy includes restrictions on the use of mobile phones and cameras in the setting. Suitable recruitment procedures are followed. The registered person holds the required information to demonstrate that every staff member holds a Criminal Records Bureau disclosure on a central record. In addition, staff have suitable childcare qualifications. Students report that induction arrangements mean they are able to follow the setting's policies and procedures adequately.

Children are mostly learning how to keep themselves safe, for example, by walking safely and holding the handrail as they negotiate the stairs up and down to the toilets. However, the lack of robust risk assessment affects the children's safety, for example, when significant hazards are not identified, such as, broken glass in the flowerbed in the outdoor area.

Recommendations set at the last inspection have not been addressed sufficiently. As a

result, self-evaluation is not well established. This shows that there has not been continuous improvement made. Senior staff say that staff have regular supervision and appraisals. However, staff have not been consulted about significant changes to the key persons in different group rooms. This means that organisation of the rooms and routines are not clear. In particular, significant changes to children's key persons are not managed well in order to support the children with secure attachments as they experience these significant changes. Staff are not clear about all procedures and are not all consistent in their approach, for example, with behaviour management.

Partnerships with parents are poor. There is no designated person or system implemented to foster partnership working with the parents attending English for speakers of other languages classes in the nursery through the Haringey Adult Learning Service programme. This means that children's individual needs are not supported. As a result, when crche children are placed in the group rooms without a key member of staff to take responsibility for them they become distressed and receive very little support. Senior managers report that they have strong links with the local authority and that they share information with their staff. However, it is unclear what information is shared with staff and how children benefit from these partnerships. There are currently no children attending any other settings or receiving outside professional support but the manager is aware of the benefits of partnership working to ensure consistency of children's care. Staff are not aware of any process of self-evaluation to evaluate the strengths and priorities of the setting for development. As a result, there is a lack of ambition and direction. The person in charge is not effectively reviewing activities to ensure they are successfully meeting the needs of the children. Although the registered person has demonstrated a vision of the nursery's aims in discussions and within the setting's policies and procedures, these are not all matched by practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (Suitability and Safety of Premises and Equipment)(also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register (Suitability and Safety of Premises and Equipment)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY419031
Local authority	Haringey
Inspection number	889215

Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	50
Name of provider	Rising Stars Nursery & Daycare LTD
Date of previous inspection	05/07/2011
Telephone number	0208 808 4630

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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