

Rising Stars Pre School

752 High Road, Leyton, London, E10 6AA

Inspection date

Previous inspection date

07/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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

- Systems for staff recruitment are not sufficiently robust to effectively assess the suitability of staff for their roles.
- Records of children's attendance are not always fully completed, as required.
- Observations and planned activities are not always clearly linked to the Early Years Foundation Stage and staff need support from the manager to plan appropriate activities.
- Children are not encouraged to develop self-help skills, such as pouring their own drinks.

It has the following strengths

- Most children arrive happily and settle quickly, choosing from a selection of table top and floor activities.
- The manager recognises the weaknesses in the provision and is implementing suitable strategies to support staff and improve outcomes for children.
- Children are supported well when they join the pre-school. Parents are encouraged to stay while their children become familiar with routines.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked to the provider, manager, staff and children.
- The inspector examined children's development records and observations made by staff.
- The inspector sampled records, policies and staff qualifications.
- The inspector observed children as they played with the full range of activities available.

Inspector

Lesley Hodges

Full Report

Information about the setting

Rising Stars Pre School Ltd registered in 2012. It is one of two settings managed by a private provider. The pre-school is located in Leyton in the London Borough of Waltham Forest. The pre-school is located at The Apostolic Church and two rooms are used, including the main hall. An enclosed area is available for outdoor play. The pre-school is open each weekday from 8am to 3.30pm and the breakfast club from 8am to 9am, term time only. The pre-school serves the local community and children attend a variety of sessions. The pre-school receives funding for the provision of free early education for three and four-year-old children. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school supports children learning English as an additional language and children with special educational needs and/or disabilities. There are currently 35 children between the ages of two and five years on roll. The pre-school employs seven members of staff; five of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- implement effective systems to ensure that practitioners and any person who is likely to have regular contact with children are suitable. Obtain an enhanced criminal records disclosure in respect of every person who works directly with children. Implement effective recruitment procedures to include relevant vetting processes in respect of every person who works directly with children
- maintain a daily record of the names of children being cared for on the premises and their hours of attendance
- provide learning experiences for children which reflect observations of levels of achievement, interests and learning styles.

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

- allow children opportunities to develop self-help skills; for example, by pouring their own drinks at snack time and during the day.

Inspection judgements

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

Children choose their play from an appropriate range of toys and equipment. They enjoy water play with different tools and use sponges to make patterns with paint. Children are greeted warmly by staff and most children settle quickly as they choose what to play with from a varied mix of table top and floor activities. Children of all ages use tablet computers to develop their skills in technology.

The manager has a good understanding of how children learn and is working with staff to develop their knowledge in all areas of the Early Years Foundation Stage. Some staff talk confidently about how children learn through play. They demonstrate their knowledge by explaining how children learn with the equipment that is on offer to them. For example, staff explain that puzzles and construction toys can help children begin to learn about shape and colour as they play. The manager has carried out some training sessions with staff and has more sessions planned to improve staff skills in promoting children's learning and development. However, staff demonstrate a poor understanding of the areas of learning; therefore their practice is not matching all children's needs. This is because they rely on the guidance of the manager as they do not understand how to observe and assess children's learning and plan for children's individual learning and development. The manager identifies some of the children's next steps in learning and works with key persons to plan appropriate activities to help children to make progress towards the early learning goals. For example, children take part in focused activities as they name animals when looking at picture cards. This type of activity helps children who are learning English as an additional language to learn new words and develops children's self-confidence. The children enjoy talking in small groups about their experiences of seeing different animals. The manager is aware of the need to complete progress reports for two-year-old children. She has introduced paperwork to support staff as they discuss these reports with parents. The pre-school has only been open for a short time and therefore the manager is still developing strategies to help her identify any gaps in children's learning.

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

The key person system is still being developed because staff lack confidence in their childcare roles and do not effectively support children's emotional well-being and welfare or their learning and development. Parents are pleased with the information they receive about how their children are settling, and parents comment that they are given information about how their children are developing. Parents are welcomed by staff and spend time in the pre-school with their children to help them become familiar with routines.

Children and staff take part in evacuation procedures and children learn how to evacuate the pre-school quickly, waiting until the building is safe before they return. Staff are organised and work effectively during these procedures to keep children safe. They keep

children occupied by singing songs as they wait to go back into the pre-school. Staff use this exercise as a learning experience for children as they point out the safety equipment worn by the fireman and talk about what they are doing. This enhances children's knowledge of their environment and how to keep themselves safe.

Children have regular fresh air and exercise outdoors unless the weather is poor. Large physical play equipment in the welcoming outdoor area offers children the opportunity to develop their physical skills. Children choose from healthy snacks such as fruit and bread sticks with dips. Staff encourage children to be independent, for example, children wash their hands before snack time. Further opportunities to develop independence skills are lost however as, although children choose their drinks at snack time, they are not given opportunities to develop the skills needed to pour their own drinks.

Children's behaviour is generally good. Staff remind children not to run in the pre-school and encourage them to share equipment, such as sponges used for painting. This means that children are learning about the boundaries set by staff to keep them safe and play co-operatively with others.

Focused activities to prepare children for the transition to school are planned by the manager. She explains how she is supporting staff to develop the existing focused activities so that they include opportunities for older children to learn about letter sounds. Some children bring packed lunches which helps them prepare for the routines they will experience when they move to school.

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

Staff have a sound understanding of safeguarding and child protection issues. They demonstrate their knowledge of the procedures to follow if they have concerns about a child in their care. The provider knows the appropriate action to take in the event of allegations against staff and takes some positive action to investigate concerns. However the provider fails to recognise the importance of their role and responsibilities to safeguard children's welfare. Systems for staff recruitment are not robust. The provider carries out some checks to help make sure that staff are suitable for their roles but has failed to realise that enhanced criminal records checks must be completed for all new staff, even if they have received disclosures for previous employment elsewhere. Also the provider has not obtained references for some staff. Staff minimise safety risks in the setting. For example, they remove a broken toy with sharp edges so that children do not hurt themselves. The building, including the outside area, is secure. Visitors are routinely asked to sign a record of their date and time of arrival so that an accurate record is available should it be needed at a later date. The pre-school has an attendance record in place, but this is not always completed fully to provide an accurate record of children's hours of attendance. This is a breach of a requirement.

There are significant weaknesses in the provision because not all staff have the knowledge and skills to promote children's learning and development. The manager has devised

systems for monitoring staff performance but these are in the early stages of development due to the length of time the pre-school has been open. She has carried out some in-house training and uses time before children arrive in the morning to support staff as they learn new processes and procedures. She is also developing processes to observe staff as they support children in their play. The manager has a clear idea of how she wants the pre-school to develop to meet the needs of the children and parents. She has put some ideas and improvements in place to support staff and she welcomes input from external sources, such as the local authority advisor. She uses suggestions to plan for development. For example, she has introduced a suggestion box for parents and has arranged dates for staff to talk to individual parents about their child's development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- implement effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Criminal Records Bureau check (compulsory part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)

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 action. 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	EY456843
Local authority	Waltham Forest
Inspection number	905728
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	60
Number of children on roll	35
Name of provider	Rising Stars Pre School Ltd
Date of previous inspection	not applicable
Telephone number	02085390550

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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