

# Rising Stars Daycare

Hoskins Community Centre, Hoskins Close, LONDON, E16 3RU

## Inspection date

Previous inspection date

24/07/2013

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

- The provider has a poor understanding of both the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children's learning and welfare is compromised, and children's progress in preparation for the next stage in learning is slowed.
- The provider was unable to provide evidence of the staff team's suitability and staff's understanding of their roles and responsibilities is not fully secure.
- Staff are unable to manage children's behaviour appropriately and are not good role models, so children do not learn to behave in appropriate ways.
- Routines for the babies are not suitably organised, which means that they become bored and unhappy because they are left too long in their highchairs.
- Systems to ensure that children are making progress are ineffective and mean that staff are unable to plan for what children need to learn next.

### It has the following strengths

- Children enjoy fresh air daily as they play in the nursery's enclosed garden. This activity supports their well-being and helps them to develop their physical skills.

## **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 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 observed children playing in the playrooms and the outdoor environment.
- The inspector spoke to staff, the deputy manager and the children.
- The inspector reviewed documentation that was available.
- The inspector sampled children's learning journeys and planning, but was unable to see any assessments carried out, as these were in the locked office.
- The inspector carried out a joint observation with the deputy manager.

## **Inspector**

Sue Mann

## **Full Report**

### **Information about the setting**

Rising Stars Daycare Nursery registered in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from Hoskins Community Centre and is situated in Victoria Docks in the London Borough of Newham. It is privately owned. There is an enclosed outdoor play area.

The nursery is open each day from 7am to 7pm, Monday to Saturday for 52 weeks of the year. There are 10 children on roll, all of whom are in the early years age range. There are seven members of staff, of whom six hold appropriate early years childcare qualifications. The owner is also the nursery manager. The nursery supports children who speak English as an additional language.

### **What the setting needs to do to improve further**

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

- ensure that the provider has a clear understanding of her roles and responsibilities in meeting all the requirements of the Statutory Framework for the Early Years Foundation Stage
- ensure that key persons meet their roles and responsibilities by tailoring each child's care to meet their individual needs
- ensure that all staff receive induction training to help them understand their roles and responsibilities
- ensure that records are easily accessible and available to Ofsted to help ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met
- implement a behaviour management policy and have a named practitioner who is responsible for behaviour management in the setting
- provide challenging and enjoyable activities and experiences for all children across all seven areas of learning and development
- improve the educational programme for personal, emotional and social development by tuning in sensitively to babies and provide warm, loving and consistent care, responding quickly to babies' needs
- ensure that regular assessment is used to identify children's current stages of learning and development, and use this information to guide children's development through warm, positive interactions and purposeful play.

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

- improve the availability of resources to support children to develop their early writing skills and writing for a purpose.

**Inspection judgements**

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

Staff lack a suitable understanding of the learning and development requirements for the Early Years Foundation Stage. As a direct result of this lack of knowledge, children are not making the progress expected given their ages and starting points. For example, babies spend long periods in highchairs and are given activities, such as chalks and chalk boards which are inappropriate for their stages of development. Therefore, they do not have exciting or relevant activities that enable them to enjoy their learning through play. Those resources there are available are not presented in a way to appeal to children. Staff do not provide additional resources, such as toy animals or messy play materials, that enable children to use their imaginations to explore or allow them to combine different resource types. For example, wooden blocks are left in a pile on a table, but staff do not consider how they can encourage children to use these; consequently, children ignore the wooden blocks. Furthermore, role play areas are disorganised and do not provide a suitable range of resources for children to develop and extend their imaginative play. There are no resources in this area that allow children to practice their emerging early writing skills, such as paper and pens to make shopping lists or record phone calls.

Staff use observations to see what children can do. However, they are not consistent with assessing the observations to check if children are making progress in relation to their starting points. Consequently, planning does not respond to the next steps in children's learning in order to take learning forward progressively. In addition, children's assessments documentation and progress records are kept locked away in the manager's office, which means that staff cannot check any information about children's progress, or share these records with parents. Staff could not suitably demonstrate the progress children are making, children's next steps in learning or that they are gaining the skills needed for future learning.

Teaching is ineffective in supporting children's learning as staff do not respond to babies' and children's needs. Babies become bored and distressed left in their highchairs with no resources to occupy them. Their key person sings to them, but babies appear to want to get out and move freely, as they have been sitting still for a long time. In addition, some babies' clothes are wet from their snack food. However, when they are taken out of the highchair, their key person does not notice their wet clothes, which means that they are not changed into dry clothes. Consequently, the key person system does not ensure that babies receive warm and consistent care, which supports their personal, social and emotional development.

Staff constantly overlook opportunities to develop older children's language and communication skills. They do not ask them questions, such as what they are doing when they are playing in the water tray. This means that children are unable to talk about what they are doing or extend their communication skills through hearing staff use a wide range of vocabulary. Children's well-being and their physical skills are generally well supported as they are able to enjoy fresh air daily as they play outdoors in the nursery garden. Here, however, staff look disinterested as they push children on the swing and, again, they do not encourage conversation with them. On the occasions when they do respond to the children, they only reply using single word answers. This does not support children in developing their communication skills or help them gain confidence when talking to adults. Furthermore, some staff use inappropriate language when talking to children, which means that they are not good role models.

Staff state that parents are able to see their children's learning journals when they want to, although there were no parents available to confirm this. These records are locked away when the manager is off site which means there are long periods when parents are unable to see records and review the progress their children are making in relation to their starting points. Parents who come into the nursery are provided with a range of information about it, which is displayed in the entrance hall. Staff share some information with parents verbally when they collect their children at the end of the session. This enables those parents to find out how their children have been during the day, and what they have eaten.

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

Some children have satisfactory relationships with staff but the key person system does not work well enough to support all children's personal, social and emotional well-being adequately, as staff do always respond to children positively. For example, children are unhappy when they are told they need their nappies changed and staff are unable to calm them down. This reaction does not demonstrate a nurturing relationship. Staff do not manage children's behaviour positively either, which means that children are not helped to gain social skills or learn how to share resources. For example, staff use inappropriate language when speaking to the children, such as 'shut up' and 'oh my god'. This means that staff are not following the nursery's behaviour management guidelines about using positive language and promoting positive behaviour. In addition, there is no nominated person responsible for behaviour management as required, which means that staff are unable to seek advice when managing children's unwanted behaviour.

Staff ensure that children wash their hands prior to eating and after personal hygiene routines. This helps to minimise the risk of illness and infections. Staff provide children with some healthy snack foods, such as fruit. Children have access to fresh drinking water and milk so they can drink when thirsty. At the time of inspection, the nursery cook was on holiday and staff with food hygiene training took turns to cook the food. The children eat chips, fish cakes and baked beans, all of which were cooked in a microwave, with no fresh vegetables to encourage healthy eating. The menus suggest that children have a satisfactory range of meals and snacks, overall. Staff have some information about the foods that children are unable to have, due to allergies or cultural preferences. As the main information about children's dietary needs is locked in the office, staff cannot check against these records for any updates. Therefore, this does not ensure that children's well-being and health are satisfactorily supported. Furthermore, water in the water tray has not been changed for a few days, as the water is cloudy, which means that it is not suitable for children to play in, as they may drink it. Staff do not notice this, and encourage children to play in the water tray. This does not support children's good health.

Staff and the deputy manager are aware of the need to link with local settings and schools children may attend. However, they are not aware of what is in place to support children's move between early years settings and to school, for those due to start.

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

The manager, who is also the registered provider, was not present at the inspection. The deputy manager has only been in post for less than two weeks. She has an adequate understanding of the Statutory Framework for the Early Years Foundation Stage requirements. However, she has not been given access to all the required records to fulfil this role and the required documentation was not available for the inspection, as required. Consequently, during the inspection documentation to show staff qualifications and their suitability were not available. Therefore, the provider is in breach of a number of safeguarding and welfare, learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and Childcare Register.

A number of staff working at the setting have not had any induction training, as required, which means that they have not been made aware of the setting's policies and procedures. However, the deputy manager has made herself aware of the majority of the policies and procedures. The deputy manager has been unable to see the staff recruitment and supervision records. This means that she is unaware of any previously identified underperforming issues or concerns about their practices. In addition, she is unable to verify how many of the staff hold valid paediatric first aid certificates. Although she states that there is always a member of staff with valid first aid with children in the nursery.

Risk assessment and daily checks are carried out to check that the setting is safe for the children who attend. The security system at the front door means that only known adults are able to gain entry to the nursery. This also means that children are unable to leave the nursery unsupervised.

Staff explain that the manager monitors the educational programmes that staff provide for the children. There was no documentation evidence available showing how effective the monitoring of the educational programme is or how staff are supported. It was evidenced through observation that there are inconsistencies in the way staff undertake observations of children and in the implementation of planning. This means that children's progress in relation to their starting points is not fully supported. Staff show a poor understanding of their roles and responsibilities in helping children learn through play. Activities and experiences are poorly resourced and not always appropriate for children's needs. This demonstrates that the setting is not meeting the learning and development requirements in order to provide children with the necessary skills, knowledge and understanding to progress to the next stage of their early education.

Due to the lack of induction and as she had only been in post for less than two weeks, the deputy manager was unable to explain how self-evaluation identifies areas for improvement. Staff explain that they are able to put forward their suggestions at staff meetings, but were unable to explain the areas currently identified for improvement, indicating a lack of real involvement in developing the setting. The deputy manager has her own ideas as to what she would like to develop and after spending her first week observing the staff, has a number of areas identified for further improvements. For

example, she would like to improve the planning, and ensure that it supports all children's next steps in learning, in order to support children to be ready for the next stage in their learning. The deputy is aware of the need to develop wider partnerships with others.

### 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 children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- make available to Ofsted, on request, a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence (compulsory part of the Childcare Register)
- produce for Ofsted, on request, a list of such complaints made during the previous three years (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- make available to Ofsted, on request, a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence (voluntary part of the Childcare Register)
- produce for Ofsted, on request, a list of such complaints made during the previous three years (voluntary 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

<b>Unique reference number</b>	EY452973
<b>Local authority</b>	Newham
<b>Inspection number</b>	901746
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Dorothy Bello
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07882 688144

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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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