

Rising Stars School

143-145 Peckham Hill Street, London, SE15 5JZ



Inspection date

Previous inspection date

12 December 2016

9 January 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider does not ensure that there is a member of staff with a paediatric first-aid qualification on the premises at all times. This compromises children's well-being.
- Not all staff have a clear understanding of the signs and symptoms that may cause concern for children's welfare. They do not have an up-to-date knowledge of changes to safeguarding guidelines. This puts children at risk.
- The provider does not have a clear understanding of the circumstances that could lead to an employee being disqualified from working with children.
- Staff do not use observations and assessments effectively to identify and address any gaps in children's learning and plan what they need to learn next. Children do not make steady progress towards the next stages in their learning.
- Staff do not consistently support children to learn appropriate hygiene practices.
- Self-evaluation is weak. The provider has failed to identify breaches in both the Early Years Register and the Childcare Register. The nursery's standards have deteriorated since the last inspection.

It has the following strengths

- Children learn to take appropriate risks. For example, they explore equipment in the play park.
- Staff praise children, which helps build on their confidence and self-esteem.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that a member of staff with a paediatric first-aid qualification is on the premises and available at all times that children are present	05/01/2017
■ ensure all staff have a clear understanding of the possible signs that a child may be at risk of harm and have up-to-date knowledge of changes to safeguarding guidelines	05/01/2017
■ improve understanding of the circumstances that may lead to an employee being disqualified from working with children	05/01/2017
■ ensure that staff use observations and assessments effectively to identify any gaps in children's development and plan activities that support their continued progress towards the next stages in their learning.	15/01/2017

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

- provide consistent opportunities for children to develop their understanding of hygiene practices
- develop self-evaluation further in order to identify and address breaches of requirements.

Inspection activities

- The inspector observed children and their interactions with the staff.
- The inspector took account of the views of parents and children.
- The inspector held discussions with the provider and the staff as and when appropriate.
- The inspector carried out joint observations with the provider. She discussed arrangements for staff supervision and training.
- The inspector viewed a sample of documents including children's learning records.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Staff are not trained effectively to identify child protection issues and to update their knowledge of changes to safeguarding guidelines. This puts children at risk. The provider does not have a clear understanding of the requirements relating to disqualification from working with children. Although the manager completes a self-evaluation and identifies some areas of weaknesses, there has been insufficient improvement as a result. For example, she supervises staff regularly and has identified weaknesses in the observation, assessment and planning process; however, action taken to improve this has been ineffective. Monitoring of individual children's performance is ineffective and staff do not consistently track children's progress in various areas of their learning. The manager shares information with staff to help support a smooth transfer for children who move to school.

Quality of teaching, learning and assessment is inadequate

Staff have a poor understanding of how to use observations and assessments effectively to plan well for individual children's next steps in learning and support them to make suitable progress. Teaching does not always meet the individual needs and interests of children. For example, on occasions staff introduce children to activities, such as singing songs and learning letter shapes, when they are already engaged in another activity. However, they provide some activities, such as hand printing, to help support young children's creativity. They help older children build on their understanding of the world. For example, they provide opportunities for them to explore technology and they read stories that help them learn to value differences. Staff provide regular feedback to parents about their children to help provide some continuity in their learning and care.

Personal development, behaviour and welfare are inadequate

There are two staff with first-aid training but it is not an appropriate paediatric qualification as required. This does not assure children's well-being. On occasions, staff miss opportunities to reduce the risk of cross contamination. For example, they gave biscuits to the children before they left for the park and children continued eating while touching play apparatus. Children enjoy regular opportunities to exercise, which helps support their physical well-being. They develop appropriate relationships with staff, for instance, they approach them confidently when they need help. Staff support children well to learn to share and take turns during play.

Outcomes for children are inadequate

Children are not motivated to learn, as they do not benefit from learning opportunities that are matched to their needs and interests. For example, when a member of staff tried to introduce an alphabet activity, the children stopped to look briefly and then carried on with what they were already playing. They do not make sufficient progress and are not prepared well enough for the next stages in their learning and the move to school.

Setting details

Unique reference number	EY443333
Local authority	Southwark
Inspection number	1062571
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	20
Number of children on roll	21
Name of registered person	Peoples Association, Youthvision and Ngozi Nurseries Ltd
Registered person unique reference number	RP905190
Date of previous inspection	9 January 2013
Telephone number	0207 635 7455

Rising Stars School registered in 2012. It is located in Peckham, in the London Borough of Southwark. It is open Monday to Saturday from 6am to 8pm, for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three, four and five years. A total of seven staff work with the children; of whom, one holds a degree in childcare and three hold relevant qualifications at level 3.

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.

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