

Rising Stars Nursery & Daycare

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



Inspection date

6 June 2018

Previous inspection date

11 November 2016

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		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Staff's safeguarding knowledge is not sufficient. They are unaware of what to do in the event of an allegation being made against an adult and lack understanding of possible risks to children.
- The provider has not clearly identified a manager. As a result children's safety is compromised as staff are unclear of where to take concerns, for example, in the case of an emergency.
- Managers do not ensure that attendance registers are accurate at all times.
- Managers' monitoring and assessment of staff's practice is not robust or effective. This leads to inconsistencies in staff's understanding of policies and procedures.
- Managers do not ensure that information gathered following an incident is accurate and sufficiently detailed.
- Managers are unable to demonstrate how their use of additional funding is supporting children effectively.

It has the following strengths

- Children settle in the welcoming environment and form secure relationships with staff.
- Staff provide regular interaction and encouragement as a result children understand how to learn.
- Parents are happy with the care provided and find the staff friendly and caring.

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
■ improve staff's understanding of safeguarding policy and procedure with particular regard to what to do in the event of an allegation and the 'Prevent duty guidance'	06/07/2018
■ improve the management arrangements so that staff know who is in charge and responsible for the safe running of the setting at all times	06/07/2018
■ provide effective supervision that enables leaders and managers to accurately identify gaps in staff's understanding of policies and procedures and to provide an opportunity to work together to address these areas	06/07/2018
■ ensure children's attendance registers are accurate and up to date at all times in order to support children's safety in the event of an emergency or allegation	06/07/2018
■ improve the accuracy and detail when recording events leading to significant incidents in order to ensure that appropriate action has been taken and children's needs are met	06/07/2018
■ demonstrate how decisions have been reached regarding the use of additional funding, including the effective use of information gained from ongoing assessment and how the funding impacts on improving learning outcomes for children.	06/07/2018

Inspection activities

- The inspector spent the majority of time observing children.
- The inspector sampled documentation including children's records and staff suitability checks.
- The inspector observed interactions and activities provided for children, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a sample of parents.

Inspector

Julia Crowley

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Staff do not have a sound understanding of what to do in the event of an allegation or know how to fulfil their duty to prevent children being drawn into situations which put them at risk. Managers and staff do not always ensure that attendance registers are accurate and up to date. Staff cannot be sure of what children are present in the event of an emergency or if children are vulnerable or unsafe. The provider has not clearly identified a manager who has the responsibility for the safe running of the nursery. Staff are unclear of where to take any concerns, including in the case of an emergency. This compromises children's safety and may delay swift action being taken to protect children. Meetings between staff and managers are not leading to improvements in staff's knowledge and understanding. Some staff do not follow policies and procedures that are in place to ensure that children are safe and their welfare supported.

Quality of teaching, learning and assessment requires improvement

Staff have improved the planning and observation systems to take greater account of what children learn next. Some staff provide good challenges. For example, staff ask children for help to calculate how many green bottles are left. Children enthusiastically take the lead and add up the remaining bottles. Children with English as an additional language gain the skills they need to communicate effectively. For example, children are supported by using familiar books and games to build children's confidence and introduce new words. Younger children enjoy rhymes and show that they are listening by joining in with actions. However, leaders and managers are unable to demonstrate how decisions are made regarding the distribution of additional funding to support children. Key persons are responsible for tailoring the educational programme to meet their children's individual needs. However, they are unaware of which children receive additional funding and do not contribute to the assessment or monitoring of its use.

Personal development, behaviour and welfare are inadequate

The weaknesses in the leadership and management of the provision compromise children's safety and welfare. Staff prepare the children well when they are moving into a new age group within the nursery and change rooms. Children spend short periods of time in each room to help familiarise themselves with their new surroundings. Children learn how to keep themselves safe. For example, they know to be careful when serving themselves warm foods at lunch time and wait their turn when using the bathroom. They help themselves to healthy snacks and know exercise and playing outside is good for them. Children gain a sense of achievement as they take part in a range of interesting and challenging activities provided for them.

Outcomes for children require improvement

Children are generally well prepared for their next stage of learning. Younger children are learning to communicate and move with confidence in preparation to join the toddler room. Preschool children are preparing for school as staff support them to increase their independence and to make their own choices. However, the assessment and monitoring of

children who receive additional government funding is not thorough enough to ensure it is benefitting children's learning experiences and development.

Setting details

Unique reference number	EY419031
Local authority	Haringey
Inspection number	1137258
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	75
Number of children on roll	89
Name of registered person	Rising Stars Nursery & Daycare Ltd
Registered person unique reference number	RP528791
Date of previous inspection	11 November 2016
Telephone number	0208 808 4630

Rising Stars Nursery registered in 2011 and is situated in the London Borough of Haringey. The nursery is open each weekday from 7.30am to 6pm, for 50 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 15 members of staff, all of whom hold relevant childcare qualifications, including the owner who holds a qualification at level 6.

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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