

Rising Stars Preschool Romford



St Cedd Hall, Sims Close, Romford RM1 3QT

Inspection date	9 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of 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

The provision is inadequate

- The provider does not make sure the appropriate staff-to-child ratio is maintained at all times. Staff deployment is not effective and staff do not meet the care and learning needs of all the children.
- Staff working with the younger children have not enough experience and teaching skills to support babies' learning and development effectively.
- The provider does not have an accurate understanding of weaknesses within the provision and fails to identify appropriate support for the manager and staff to be able to fulfil their roles.
- Staff do not provide children with suitably challenging activities and resources to consistently support their learning in all areas, particularly their communication and language skills.
- Staff do not carry out accurate assessments of children's learning and development. The manager is not monitoring staff's accuracy of children's assessment and the progress they make to help identify and address any areas where they may need extra support.

It has the following strengths

- Staff regularly share information with parents about their children's day at the nursery.
- The manager is able to accurately evaluate staff's practice and identify weaknesses in teaching.
- Children have daily opportunities to use the outdoor area, where they have opportunities to be active.

What the setting needs to do to improve further

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

	Due date
ensure the staffing arrangements are in line with the ratio requirements at all times	06/11/2018
ensure all staff working with babies are suitably qualified and have relevant experience of working with children of this age group	06/11/2018
establish an effective system that provides appropriate coaching and training to help the manager and staff to effectively fulfil their roles	06/11/2018
provide children with sufficient challenging learning experiences and fully support their learning needs consistently, especially their language and communication skills	06/11/2018
implement effective systems to assess and monitor children's learning and development to identify and address any areas where they may need extra support.	06/11/2018

Inspection activities

- The inspection was carried out following a risk assessment process.
- The inspector had a tour of the premises inside and outside, observing the children at play and interacting with the staff to assess the impact on children's learning.
- The inspector looked at evidence of the suitability of staff working with children. She also looked at a range of other documentation, including policies and procedures.
- The inspector completed a joint observation with the manager to help evaluate and discuss staff's practice.
- The inspector spoke with parents, staff and children at various times during the inspection, taking their views into account.

Inspector
Anja Eribake

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The provider does not ensure that staffing arrangements are adequate to meet children's needs. This means that children could be at potential risk as effective supervision of all children cannot be guaranteed. For example, staff are not always immediately aware when younger children put sand and water in their mouth during play. Although staff working with very young children are caring, the provider does not ensure they have sufficient skills and experience to support babies' natural curiosity and early communication skills effectively. The manager has a secure understanding about what good teaching and practice looks like. However, she has not implemented strategies to regularly monitor and evaluate the practice and teaching of staff effectively. Staff have sufficient knowledge about child protection. They know the procedures to follow if they have a concern about a child's safety or well-being. The manager follows secure vetting procedures to ensure that staff working with children are suitable.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is inconsistent and staff interaction with children is poor. Staff do not always use the information from their observations to plan suitable activities and resources for the individual children. They do not have a secure understanding of each child's next step, especially when they are new, and do not assess their development accurately. This means that they do not know if children require additional help or need greater challenge. Some activities lack purpose and do not provide enough challenge for the most able children. For example, when older children independently play with play dough there are not sufficient resources available for them to extend their play and ideas further. Activities are mundane and do not meet children's learning needs. For example, children who need extra support with their communication sit for prolonged periods of time in ride-on toys, listening to nursery rhymes without any interactions with staff.

Personal development, behaviour and welfare are inadequate

Children's emotional well-being is not effectively promoted. The organisation of the environment and the daily routine do not meet children's needs effectively. For example, children are moved to different learning environments, to accommodate staffing needs. The poor organisation of staff creates a chaotic atmosphere and delays the children in settling and feeling secure. Older children are not involved in daily routines, such as snack and lunch to support their learning and independence further. The learning environment is not always stimulating enough for children to initiate and choose their own play across all areas of learning. Parents express the view that their children are happy and that they find staff are welcoming and approachable.

Outcomes for children are inadequate

Not all children make the good progress of which they are capable. Inconsistency in teaching and the poor staff arrangements hinder the progress children make. Generally, children are confident and sociable, especially the older children who play independently. They are able to solve small matters, such as when their friends do not want to share.

Setting details

Unique reference number	EY550887
Local authority	Havering
Inspection number	10080648
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	0 - 5
Total number of places	62
Number of children on roll	72
Name of registered person	Rising Stars Pre School Ltd
Registered person unique reference number	RP906213
Date of previous inspection	Not applicable
Telephone number	07977003001

Rising Stars Preschool Romford registered in 2017. The pre-school is located in Romford, in the London Borough of Havering. It operates Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. The setting employs 10 members of staff, including the manager. Of these, 9 off whom hold appropriate early years qualifications.

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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