

Rising Stars Daycare

Hoskins Community Centre, Hoskins Close, LONDON E16 3RU



Inspection date

1 July 2019

Previous inspection date

13 September 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The provider has not made sufficient improvements to the arrangements for staff supervision and professional development. Self-evaluation is not fully effective to address the action set at the previous inspection.
- Staff do not consistently support children's steady progress in all areas of their learning. Young children do not have consistent opportunities to play in the company of other children, to help them build on their social interaction skills.
- Staff do not provide consistent opportunities for parents to actively contribute to children's learning on an ongoing basis.

It has the following strengths

- Staff provide opportunities for children to learn words and songs in different languages. This helps them to build on their communication skills. Children who speak English as an additional language feel included and benefit from these opportunities.
- Staff provide regular opportunities for children to be physically active and to play outdoors in the fresh air. Babies learn to take appropriate risks. For example, they learn to explore climbing equipment.
- Children settle well. Young children are emotionally secure and form close bonds with their key person. Older children are confident and speak positively of their experiences. For instance, they state happily that they will be starting primary school in September.

What the setting needs to do to improve further

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

	Due date
improve arrangements for staff supervision and professional development to achieve consistency in the quality of planning and teaching.	31/07/2019

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

- increase opportunities for children to build on their interactions with others
- strengthen opportunities for parents' active participation in their children's learning on an ongoing basis
- improve self-evaluation to identify and address all weaknesses in practice and provision.

Inspection activities

- The inspector observed children and how staff interacted with them.
- The inspector carried out a joint observation with the deputy manager and assessed how the management team monitors staff practice.
- The inspector looked at a sample of documents, including children's learning records.
- The inspector took account of the views of parents, staff and children.
- The inspector held discussions with the manager and staff at appropriate times.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of leadership and management requires improvement

The provider does not supervise staff regularly to identify areas in which individual staff need training and support to improve the quality of their teaching practice. Staff who work with children and their families do not have consistent opportunities to discuss any sensitive issues with the provider at an early stage and identify solutions. Nevertheless, information shared at team meetings means that the provider monitors children's progress well overall. She works in partnership with professionals and other settings, for instance to plan support for children with special educational needs. The provider and the staff team understand the role of relevant outside agencies in relation to safeguarding matters. Staff complete regular risk assessments to ensure that premises and equipment are safe for children's use. Safeguarding is effective. The provider maintains a record of complaints and their outcome as required.

Quality of teaching, learning and assessment requires improvement

There are inconsistencies in the quality of teaching. Staff who work with older children do not always make effective use of regular opportunities to help children build on their early literacy skills. For example, during a story reading activity they miss opportunities to listen perceptively to children's comments and question them skilfully to help them extend on their emerging ideas. Nevertheless, staff support opportunities for children to learn about how living things grow. Older children delight as they water plants. Staff show young children how to press buttons and operate electronic equipment. These opportunities help them to build on their understanding of the world. Staff share information effectively with parents about children's care routines. However, not all parents are updated on an ongoing basis about their children's learning experiences, to enable them to continue these at home.

Personal development, behaviour and welfare require improvement

Babies do not have consistent opportunities to build on their interactions with other children. For instance, during some sessions, when numbers are low in the baby room, children do not have consistent opportunities across the day to share their play experiences with other children. Nevertheless, key persons meet young children's toileting, sleep and individual dietary needs effectively. Older children independently help themselves to drinking water when they are thirsty. Staff share information effectively with parents with relation to any accidents and injuries. Staff help older children learn to take turns with others. Children behave well and learn to take account of the needs of others.

Outcomes for children require improvement

Inconsistencies in staff practice mean that some areas of children's learning are not supported as well as others and children are not consistently challenged to extend their learning. Nevertheless, overall children develop some skills that help to prepare them for future learning. Older children demonstrate an early understanding of the use of technology. For example, they use a play till during role play and state, 'This is where you scan the food. Look there are lots of buttons'. Young children babble in response as staff interact with them.

Setting details

Unique reference number	EY452973
Local authority	Newham
Inspection number	10112372
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	69
Number of children on roll	42
Name of registered person	Bello, Dorothy
Registered person unique reference number	RP908728
Date of previous inspection	13 September 2017
Telephone number	02075115764 07768294933

Rising Stars Daycare registered in 2013. The provider employs eight members of staff to work with the children. Of these, six hold qualifications at level 3 and one holds level 2. The nursery opens Monday to Friday for most of the year. Sessions run from 7.30am until 6.30pm. The provider also operates breakfast and after-school clubs for school-aged children.

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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