

Inspection of Rising Stars Preschool Romford

St Cedd Hall, Sims Close, Romford RM1 3QT

Inspection date: 7 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy exploring activities, which helps them to develop their imagination. They work well together to mix different materials, helping them to explore cause and effect. For example, they enjoy seeing the effect of mixing baking powder with vinegar. Children respond well to the questions staff ask regarding what they think will happen, helping to develop their natural curiosity. Children work well together and share the resources they have. Staff are all consistent in their approach to behaviour management, which helps children to behave well. Staff do miss opportunities to extend children's learning through activities. This does not help children to make the progress they are capable of making. Younger children happily role play making different food items with sand and other resources. Staff sit with children, talking to them about what they are making. They encourage them to answer the questions, which helps them to develop their language skills. However, as staff ask children to stop moving sand between areas, this stops the children's learning abruptly. Children are happy and settled and enjoy their time at the pre-school. Children's independence is nurtured well as staff support them to learn how to pour their own drinks without overfilling the cups.

What does the early years setting do well and what does it need to do better?

- Staff teach children the importance of sharing and taking turns. Children regularly support each other during activities, which helps to develop positive behaviour. Children behave well.
- Children listen well to staff and respond well to effective questioning from them. This helps to develop children's language skills. Children who are learning English as an additional language make good progress with their language development. They quickly learn new words in English, helping them to develop confidence with their learning.
- Children develop good bonds with staff, helping them to settle quickly and be ready to start their learning. Children are eager to learn and staff nurture this through the activities they set out for when children arrive.
- Leaders are mindful of the impact on staff of workloads in the pre-school. They support staff to have time out to complete tracking and children's assessments. This helps staff to plan activities to meet children's interests.
- Leaders work closely with other professionals to build on practice and the quality of teaching in the pre-school. They have worked hard with staff. However, practice is not yet fully effective in bringing about the best possible outcomes for children.
- The quality of teaching is variable. Although staff plan enjoyable and exciting activities for children, they do not provide enough challenge to support children to make the progress of which they are capable.
- Staff do not always allow children enough time to finish activities. This stops the

children's learning during play and does not fully support them to reach their next steps of learning.

- Leaders do not keep staff informed of the funding the children receive. This stops staff planning how to support children's individual needs effectively.
- Staff work well with parents. They invite parents into the pre-school to carry out activities with the children. They gather feedback from these events to shape future activities. This helps staff to see how successful they were in supporting parents in learning about how children learn. Staff keep parents informed of their children's development and next steps, so they can work together to progress children's learning. This helps to provide good continuity of care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

The provider and deputy manager have worked hard to meet actions raised at the last inspection. Recruitment processes are now robust and ensure staff are suitable to work with children. Staff have a sound knowledge of safeguarding and procedures to follow should they have any child protection concerns. All staff are aware of reporting any concerns they have in the pre-school. Staff carry out daily safety checks to ensure resources are safe for children. They teach children the importance of cleaning up to prevent trip hazards. This helps to teach children about their own safety and the well-being of others.

What does the setting need to do to improve?

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

- provide more challenging activities to further extend children's learning and development
- ensure all staff are fully aware of funding needs of the children, to better support their individual needs
- give children more time to complete activities in order to enhance their learning experiences.

Setting details

Unique reference number	EY550887
Local authority	Havering
Inspection number	10107021
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	62
Number of children on roll	35
Name of registered person	Rising Stars Pre School Ltd
Registered person unique reference number	RP906213
Telephone number	01708756714
Date of previous inspection	18 April 2019

Information about this early years setting

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 provider employs 11 members of staff, all of whom hold an appropriate childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Rebecca Hurst

Inspection activities

- The inspector observed children in the main play rooms and garden.
- The inspector spoke with the provider, deputy manager, staff and children at appropriate times during the inspection.
- The inspector and the deputy manager carried out a joint observation to review the quality of teaching in the pre-school.
- The inspector sampled documents, including staff recruitment records and safeguarding.
- The inspector took into account the views of the parents.

We carried out this inspection 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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