

# Inspection of Rising Stars Preschool (Elmhurst)

Alfred Rose Park Community Centre, Dunsham Lane, Aylesbury, Buckinghamshire  
HP20 2DW

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Inspection date: 5 March 2020

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

A high turnover of staff has had a serious impact on the setting's ability to meet the legal requirements. The provider is currently reviewing the key-person system. Overall, children demonstrate they feel safe and go to staff for cuddles and reassurance when upset.

Monitoring procedures are ineffective. As a result, the educational programme is not well planned. Children wander around, some having very little staff interaction and teaching support during the session. Children arrive at the pre-school happy and eager to learn. Staff welcome them into pre-school as they proudly show off their costumes for 'World Book Day'. However, some children quickly lose interest in what they are doing and their behaviour deteriorates. This goes unnoticed by staff. When staff do become aware and respond, it is difficult to find out what has happened due to some children being unable to communicate relevant information.

Children generally enjoy snack time. Staff sit with children and make it a sociable occasion. Children learn to pour their own drinks, which develops their independence. However, staff fail to supervise children well enough during this part of the daily routine. For example, some children go unnoticed by staff and eat their snack without having washed their hands.

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

- The provider has recently recruited a number of new staff, including a manager. This, along with strategies such as having younger children arrive later in the morning, has helped to ensure that staff-to-child ratios are maintained throughout the session. The staff are beginning to work as a team. They are keen and motivated to make a fresh start to the pre-school to address the weaknesses identified.
- Learning experiences lack purpose and challenge. This prevents children from gaining the skills they need to move on in their future learning. The provider fails to ensure that staff assess children's individual abilities accurately. This has a negative impact on the planning of the curriculum, which does not focus on the key skills in which children need most help and support.
- Children who speak English as an additional language and those with special educational needs/and or disabilities (SEND) are not well supported in order to develop their communication and language skills. Deployment of staff is ineffective, which has a detrimental impact on their ability to implement planned activities to help children who need targeted support. Staff's interactions are not good enough. Staff spend time supervising children, rather than engaging in meaningful teaching.

- The organisation of the environment is not conducive to learning. It is very loud and busy. The bicycles and scooters are sectioned off to ensure they do not pose a risk to children taking part in other activities. However, the noise levels continue to rise throughout the session. This makes it difficult for children, particularly those who speak English as an additional language and those with SEND, to develop their concentration and attention skills.
- Children respond to the request from staff to 'tidy up', and some concentrate while they do so. During this part of the routine, staff take small groups of children out of the room to wash their hands. This takes three members of staff away from directly supervising the children; one staff member monitors the door, while two take children to the bathroom located outside of the playroom. This reduces the levels of supervision provided to the children left in the room.
- Partnerships with other professionals and parents are effective. This helps to support parents with their children's care. Staff use electronic systems to communicate with parents for whom English is not their first language. This ensures effective two-way communication.
- Children enjoy listening to stories and singing songs. They remain focused during story time and during song time at the end of the session. Children join in with simple actions while singing familiar songs. This helps children to extend their vocabulary and to gain an understanding of the words they hear.

## Safeguarding

The arrangements for safeguarding are not effective.

Breaches to the safeguarding and welfare requirements compromise children's safety and welfare. Safer recruitment procedures are followed by the provider to ensure that staff working directly with the children are suitable to do so. Staff's knowledge and understanding of safeguarding procedures are not consistent. Staff with responsibility for guiding and supporting their team do not have a secure understanding of child protection procedures and wider safeguarding issues such as the 'Prevent' duty guidance. Staff are vigilant when children are moving from one area to another, such as on arrival and departure, to ensure that all children are accounted for.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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improve staff's knowledge and understanding of child protection procedures, in particular those staff responsible for guiding and supporting their team, including how to identify indicators of possible abuse and neglect at the earliest opportunity and the wider aspects of safeguarding, such as the 'Prevent' duty guidance, to enable them to respond in a timely and appropriate way	27/03/2020
review the staffing arrangements to ensure the deployment of staff meets the needs of children and ensures their safety and well-being	13/03/2020
ensure that staff supervision arrangements are robust in monitoring the effectiveness of teaching, identifying ongoing training needs and tackling underperformance	27/03/2020
improve the planning and delivery of the curriculum to ensure all children are consistently engaged in challenging and purposeful play, to help them achieve the next steps in learning and make good progress in their development	17/04/2020
provide opportunities for children who speak English as an additional language and those with SEND to use and practise their language skills	27/03/2020
improve how staff observe and assess children's development so that they can accurately identify children's individual levels of achievement	17/04/2020
review and improve the organisation of the environment, to meet the play, learning and care needs of all children and to help them develop their attention and concentration skills.	27/03/2020

## Setting details

<b>Unique reference number</b>	2511236
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10147118
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Rising Stars Day Care and Out Of School Care Ltd
<b>Registered person unique reference number</b>	RP909665
<b>Telephone number</b>	07999 890018
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rising Stars Preschool (Elmhurst) opened in 2019 and operates from Alfred Rose Park Community Centre in Aylesbury, Buckinghamshire. The pre-school is open on Monday, Tuesday and Thursday from 7.45am to 12.45pm and on Wednesday and Friday from 7.45am to 4.45pm. There are four staff members who work with the children, three of whom hold an appropriate qualification at level 4. The pre-school provides funded education for two-, three- and four-year-olds.

## Information about this inspection

### Inspector

Maria Conroy

## Inspection activities

- The inspector held meetings with the nominated individual to keep them updated throughout the inspection.
- The inspector observed activities to monitor the impact on children's learning.
- The inspector spoke to parents and carers to gain their views on the quality of the pre-school.
- The inspector conducted a joint observation with the nominated individual to assess the quality of how leaders monitor staff's practice.
- The inspector sampled a range of documentation including staff's suitability information and children's records.
- The inspection was carried out as part of the risk assessment process following a recent concern.

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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