

Inspection of The Rises

Hill Street, Shaw, Oldham, Lancashire OL2 8PQ

Inspection date:

8 December 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised, due to weaknesses in safeguarding arrangements. This is specifically in relation to how the provider and staff manage child protection concerns. Children are at risk of harm because staff lack knowledge of what to do if an allegation is made. That said, children settle well in the warm and friendly environment. Children are greeted at the door by staff with a smile and a hug. All children arrive happily and they are warmly welcomed each day.

In the main, children are well motivated and enjoy activities that enthuse them. Staff have high expectations for children's behaviour. Older children interact nicely with each other during animated role play. For example, they construct a bridge from wooden planks to cross 'the river'. They take turns to lay the pieces of wood, asking each other's opinion about the size and shape of their structure. Children chatter enthusiastically and pretend to wobble as they cross. They considerately ask each other to take care not to fall into the 'water'.

Due to COVID-19, children are grouped together in one room, regardless of age or ability. This sometimes leads to experiences which meet some children's learning needs but miss the mark for others. This means that children do not make the best progress possible. That said, older girls peruse an exciting range of literature. They share books and recognise letters and simple words as they practise writing their names. Two-year-old children are becoming independent. They capably feed themselves using cutlery and access their comforters, should they need them. Babies develop strong physical skills. They take their first few steps, supported by caring staff who provide opportunities for them to learn to walk.

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

- There are substantial weaknesses in safeguarding practices that impact significantly on children's welfare. Staff have a poor knowledge of safeguarding. The provider has not ensured that staff understand the procedures to follow in the event of a child protection issue. Key messages about concerns are shared between staff but this information is not acted upon. This has led to a concern not being referred to child protection agencies swiftly and compromises children's welfare.
- Leaders have a strong vision and know what they want children to achieve. However, some staff do not plan consistently to promote children's next steps in learning. This is more apparent when the key person is absent. In the main, activities and experiences follow children's interests and support their development. However, some staff do not focus precisely on building on children's prior knowledge. For example, staff ask children to recognise numerals when they are not ready for this stage of learning. Staff do not always clarify

older children's misconceptions. For example, when children play with three-dimensional shapes, such as a cylinder, cuboid or a pyramid, children consistently refer to them as a circle, rectangle and a triangle.

- Partnership with parents is a strength of this small and pleasant nursery. Parents praise the homely environment. They say that staff know all children and families well. Parents are fully involved in children's learning and development. They commend the quality of staff communication to update them on how their child has been. This includes information about what their child has eaten, regular nappy changes and time spent sleeping in the cosy sleep room.
- Since the previous inspection, there has been a decline in the overall quality of the provision. Self-evaluation has failed to identify significant weaknesses in practice. However, the provider is committed to making improvements. She wants to offer a good service to local children and families. The provider spends additional funding to make a difference for children who need it. For example, some children were struggling with their emotions and money was used to buy a toy doll's house and equipment. This helped children to share their feelings during imaginary play.
- Support for staff is not good enough to help them to develop specific skills in areas where they need it most. Staff can request training and leaders ensure that all mandatory training is refreshed. However, staff do not receive focused support and supervision to help them to raise their practice to the highest level. The arrangements for supporting staff do not help them to be fully aware of their roles and responsibilities.
- Older children post the correct number cards to 'feed the hungry monster' during a lively group session. However, the activity is too challenging for other children and they lose interest. In addition, a lot of the creative work is replicated and focuses on the end product. This is not the result of a precisely focused curriculum, where children develop individual skills.
- Older children learn what is expected of them, as staff are consistent role models. Good methods, such as a colour-coded chart and a 'thinking mat', help children to start to regulate their own behaviour. Younger children benefit from clear messages, close contact and sensitive instruction from kind-natured staff. Children behave well. However, as the quality of education is not consistently good, children become easily distracted during planned activities.
- Children's physical development is promoted well. The nursery chef prepares healthy meals, such as a home-cooked roast dinner. Children eagerly tuck into the nutritious meal, which includes fresh vegetables. Regular outdoor play and activities to develop core strength are promoted. For example, babies climb into the ball pool. They grasp coloured balls and pass them to staff. Older children capably master the staircase, telling staff confidently that no help is needed. Hygiene procedures, such as a cleaning schedule and the use of face masks when answering the door are used by staff.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have a poor knowledge of safeguarding and do not understand the procedures to follow in the event of a child protection issue. For example, staff do not ensure that they swiftly refer concerns about children to the appropriate agencies. The provider has not ensured that all staff know what may constitute a concern, as many staff have had no recent child protection training. This means they are unable to keep children safe. Staff are not aware of who to refer a concern to, if the designated safeguarding lead person is not present. There are weakness in the understanding of what to do if they are worried about the conduct of a colleague. That said, the environment is clean and safe, and the premises is secure. Staff liaise with parents and the nursery cook and cater for children's specific dietary requirements. This helps to protect children's well-being.

What does the setting need to do to improve?

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

	Due date
ensure that procedures for safeguarding are effective in supporting staffs' knowledge of the procedures to follow	17/01/2022
ensure that all staff understand the safeguarding policy and procedures, that they have an up-to-date knowledge of safeguarding issues and understand the importance of making timely referrals	17/01/2022
develop processes for staff induction so that all staff gain secure knowledge of their role and responsibilities, including the actions to take to safeguard children	31/01/2022
ensure there is a suitably qualified designated person available to take lead responsibility for child protection in the setting and make referrals without delay	17/01/2022
improve staff training, support and supervision and help them all to implement a precisely focused curriculum, that builds on what individual children need to learn next.	31/01/2022

Setting details

Unique reference number	EY235010
Local authority	Oldham
Inspection number	10216478
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	47
Number of children on roll	32
Name of registered person	Minshall, Lynn
Registered person unique reference number	RP512887
Telephone number	01706 848 866
Date of previous inspection	4 September 2018

Information about this early years setting

The Rises registered in 2003 in Oldham. The nursery employs 12 members of childcare staff, 11 of these hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, all year round, with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the nursery manager. The intent of the curriculum was discussed.
- The inspector evaluated an activity with the nursery manager.
- Regular meetings were held with leaders.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the setting's self-evaluation and checked evidence of staff suitability.
- The views of parents were obtained.
- Children and staff were spoken to throughout the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021