

Inspection of Rising Stars Private Day Nursery

107 Lynwood Avenue, Darwen BB3 0HZ

Inspection date: 28 February 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Safeguarding practice at the nursery is weak and this puts children at risk of harm. The provider has failed to undertake an enhanced Disclosure and Barring Service check for all staff to ensure that they are suitable to work with children. Children's safety and well-being are compromised because not all staff understand the procedures to follow to help to protect children from harm. Furthermore, children do not always receive the support they may need. The designated safeguarding lead has failed to report a concern to the relevant authorities in a timely manner. Children are at risk of possible injury because the provider does not act swiftly enough to address potential risks identified by staff. For example, some areas of the nursery are not well maintained. In the pre-school room, staff use temporary heaters as the heating system does not work. Trailing wires from portable heaters constitute a trip hazard to children.

Poorly planned and implemented learning opportunities prevent children from making good progress in their learning. Staff do not regularly observe and assess children's progress. Therefore, children do not benefit from challenging and engaging activities that build upon what they already know and can do. Furthermore, the key-person system is not effective. Children are moved between rooms into the care of staff who do not know them well enough. This has a negative effect on some children's learning. Despite this, children are happy, settled and behave well at the nursery.

Children are encouraged to be independent. For example, older children confidently pour their own drinks at mealtimes. However, some children do not have access to fresh drinking water at other times of the day to ensure they remain hydrated as they play. Parents no longer enter the playrooms as a result of the COVID-19 pandemic. Despite changes to drop off arrangements, children separate well into the care of the welcoming staff.

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

- Following the impact of the COVID-19 pandemic, leaders have experienced difficulty in maintaining a well-qualified staff team. The manager does not have a suitable deputy to take charge in her absence. She is required to fulfil a number of roles, including that of cook and cleaner. This is in addition to working directly with children in order to maintain staff to child ratios. Subsequently, important aspects of the manager's role have been overlooked. The manager is aware of the current weaknesses in practice and has a clear vision of how she would like the nursery to be. However, she is overwhelmed by the current expectations placed upon her.
- Staff try to plan activities based upon children's interests. A lack of adequate,

basic resourcing, particularly in pre-school, often means that children lose interest or cannot complete a task. For example, when painting a picture of a daffodil, a child wanted the centre of the flower to be orange. He was unable to do this as there was no appropriately coloured paint for mixing. This does not encourage children to be curious and to make their own decisions. It does not promote children's emotional well-being or enjoyment of learning.

- Staff do not monitor the progress that children make effectively. This means that they are unable to identify any emerging gaps in children's learning and development swiftly. Some children may be at risk of falling behind in their learning and development. That said, when children already have additional support from outside agencies staff work well, in partnership, to follow the advice and guidance given.
- Staff are not effectively monitored and do not receive tailored support to help them to fulfil their role effectively. Furthermore, the manager does not routinely check staff's understanding of key policies and procedures, such as safeguarding. This has a negative impact on the quality of care and education of some children.
- Some staff do not know when their key children started to attend the nursery, as information gathered from parents on entry is completed by the manager. The information shared when children transition to a new room is weak. This means that children's learning is interrupted, as staff do not always understand what children know and can already do. That said, children, generally, develop bonds with the staff, who treat them with kindness. They talk with staff as they play and look to them for reassurance and cuddles.
- As the nursery has yet to appoint a qualified cook, staff plan and provide a range of healthy meals and snacks. Although staff consider individual dietary requirements, meals are prepared by staff who do not hold a current food hygiene qualification.
- Staff conduct daily risk assessment checks of the environment and resources. They raise issues to leaders immediately. For example, staff identified a loose windowsill as a potential hazard that could trap a child's fingers. However, action to minimise this risk has not been taken in a timely manner to help to ensure children's safety.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to obtain an enhanced criminal record check for a member of staff who works directly with children. This means he cannot confirm that they are suitable to work with children. The designated lead for safeguarding has not adhered to safeguarding policy and procedures and has failed to refer a safeguarding concern swiftly. Despite having undertaken training, some staff are unable to identify some of the signs and symptoms of abuse, particularly issues relating to the 'Prevent' duty. They are unsure of the correct procedures to follow if they are concerned about the welfare of a child. Some staff do not understand how to refer concerns beyond the senior leaders. This compromises the safety and well-

being of children.

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 all staff, including the manager, fully understand the safeguarding policy and procedures, including the requirements to refer any concerns swiftly and how to refer concerns beyond senior leaders	04/04/2022
ensure that all staff have had relevant checks to confirm that they are suitable to work with children	04/04/2022
ensure that there is a named, competent deputy manager who is capable of leading the nursery in the manager's absence	18/04/2022
implement an effective key-person system that is tailored to meet individual children's unique needs	04/04/2022
ensure that staff responsible for the preparation of food hold a relevant food hygiene qualification and that all children have access to fresh drinking water throughout the day	04/04/2022
plan and implement a curriculum that is broad, interesting, well resourced and builds on what children already know and can do	30/05/2022
take prompt steps to remove or minimise any risks to children that are identified as part of risk assessment procedures already in place	04/04/2022

Implement effective arrangements for the supervision, coaching and mentoring of staff, that supports them in developing their knowledge and skills to continually improve their practice.	30/05/2022
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To further improve the quality of the early years provision, the provider should:

- review the current expectations placed upon the manager, so that she is able to fulfil her managerial role effectively.

Setting details

Unique reference number	2600827
Local authority	Blackburn with Darwen
Inspection number	10220451
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	55
Number of children on roll	32
Name of registered person	Cheeky Nursery LTD
Registered person unique reference number	2600826
Telephone number	07774963443
Date of previous inspection	Not applicable

Information about this early years setting

Rising Stars Private Day Nursery registered in 2021. The nursery employs six members of childcare staff. Of these, all hold appropriate qualifications at level 2 and above, including the manager at level 6. The nursery operates all year round. Sessions are from 7am to 6pm Monday to Friday, except for bank holidays and one week at Christmas. The nursery provides funded early education for eligible two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector conducted a learning walk with a member of staff and discussed the curriculum with the manager on her arrival. The manager and the inspector conducted a joint observation of practice.
- Meetings took place between the inspector, the nursery manager and the provider.
- The inspector spoke with staff and children during the inspection. She considered the views of parents in the written testimonies they provided.
- Examples of documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

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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