

Inspection of Rising Stars Nursery & Daycare

333 High Road, LONDON N22 8JA

Inspection date: 13 July 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

Staff do not keep children safe in the nursery environment. They are at risk of harm due to unidentified risks and poor supervision in the setting. For example, on occasion, children climb on furniture unsupervised or pick up and play with the knives that have been used to cut the snack.

The quality of the curriculum is not good enough. Too often, there is not a clear learning purpose for what the children are doing. Although children often play happily, either alone or with peers, staff do not support them effectively to make progress in their learning as they play. Quieter children sometimes receive little attention and are too often unnoticed by staff. Therefore, children are not well prepared for the next stage of their learning, such as starting school.

Children form bonds with staff, who really care about the children. However, leaders do not ensure that staff use effective strategies to support children in managing their behaviour. Children do not always understand expectations of their behaviour, as staff do not consistently explain or reinforce the rules of the nursery. For example, children are told to use 'walking feet' as they run in from the garden. However, when they continue to run in, staff do not reinforce their expectations but let the children continue to run. Inconsistency in the expectations for behaviour means that, at times, children do not feel safe and secure.

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

- Leaders carry out regular supervision meetings with staff and provide them with a variety of training, online and in person. However, leaders do not identify weaker areas in staff practice effectively. They do not ensure that relevant staff receive effective coaching to help them improve their practice. This means that not all staff have the necessary skills and understanding to keep children safe and help them to learn.
- Leaders do not ensure that the key-person system is effective at meeting the learning and care needs of all children. Staff do not always know important information about their key children, such as their age or languages that they speak in addition to English. Therefore, staff cannot always use this information to support children's needs. Staff do not always identify appropriate next steps for children's age and stage of development. This means that key persons do not plan appropriate learning opportunities for individual children.
- Leaders do not always ensure that children are supervised well enough. For example, on occasion, a child goes into another area without being seen or, sometimes, staff do not supervise children well enough as they play with water beads, which can be toxic.
- Staff do not consistently follow safe processes for children's sleep. At times,

babies sleep in cots with objects such as pillows and toys in them. Sometimes, cots are covered with a light muslin sheet, which means that staff cannot check babies adequately as they sleep. This puts children at risk of harm.

- Staff do not have an effective understanding of how to identify and mitigate risks to children. For example, they leave cleaning products in reach of children or doors open to areas of the nursery that are not safe for children to access. At times, children walk around as they eat, which puts them at risk of choking. This poor understanding of risk impacts on children's well-being.
- Leaders do not plan and implement an effective programme of learning for communication and language. At times, staff get down to the children's level and support their communication and language by playing with them and discussing their play with the children. However, too often, staff do not ensure that children receive high-quality interactions throughout the day. For example, at lunchtime, staff use instructional language about what the children are eating and doing during lunchtime. They do not use this time to model high-quality interactions to children as they eat. Staff do not provide targeted help to those children who need additional support in their communication and language. This means that these children do not make enough progress in their communication and language.
- Leaders identify children with possible special educational needs and/or disabilities well. They work closely with parents to ensure that children are referred to external professionals in a timely manner. Leaders have a good understanding of strategies to support the children, but these are not always implemented consistently by staff. Nevertheless, leaders ensure that children have additional funding in place, where necessary, which helps children to receive additional support as they progress along their learning journey.
- Leaders ensure that they keep parents up to date with what their child is doing at nursery. They build good relationships with parents through verbal feedback and through the online app. Parents appreciate the caring nature of the staff and the feedback that they receive. This helps children to transition well between home and nursery.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety cannot be assured. Poor supervision of children and ineffective risk assessments put children's safety at risk of harm. Leaders and staff keep their knowledge of child protection processes and procedures up to date. They understand systems to follow if they have concerns about the well-being of a child or the conduct of a member of staff. Leaders follow a robust recruitment process, which ensures that staff are suitable to work with children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that leaders accurately identify weaknesses in staff's practice and provide targeted support to help them to improve in these areas	28/07/2023
ensure that staff are deployed effectively at all times so that they provide a good level of supervision for all children	28/07/2023
ensure that sleeping arrangements are safe	28/07/2023
develop leaders' and staff's understanding of risk so that they can identify and mitigate risks as much as possible	28/07/2023
ensure the key-person system is effective at supporting every individual child's care and learning needs.	28/07/2023

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

	Due date
implement an effective and ambitious communication and language curriculum so every child makes progress.	28/07/2023

Setting details

Unique reference number	EY537581
Local authority	Haringey
Inspection number	10298715
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	58
Name of registered person	Rising Stars Nursery & Daycare Ltd
Registered person unique reference number	RP528791
Telephone number	020 8808 4630
Date of previous inspection	8 May 2018

Information about this early years setting

Rising Stars Nursery and Daycare registered in 2016 and is situated in Wood Green, in the London Borough of Haringey. The nursery operates each weekday, from 7.30am to 6pm, during term time. The nursery employs eight members of staff, including the manager. There are six members of staff who hold childcare qualifications.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- This was the first routine inspection the setting 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 their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between staff and children.
- The inspector held discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.
- This inspection was carried out following Ofsted's risk assessment process.

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 2023