

Inspection of Rising Stars Nursery & Daycare

14 Church Lane, Tottenham, LONDON N17 7AA

Inspection date:

8 November 2023

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 is compromised in the nursery environment. Leaders have not ensured that staff-to-child ratio requirements are met consistently. This means that children's safety, learning and well-being are not promoted well at nursery. Leaders have not ensured that risk assessments are managed to ensure that children are kept safe. Staff carry out risk assessments and identify any potential risks and hazards. However, they do not ensure that suitable measures are put in place to minimise these to maintain the safety of children.

Interactions between staff and children are variable. Staff plan activities based on children's interests, what they know and what they can do. However, these do not always excite and challenge all children. Sometimes, children become bored and lose interest quickly, moving on from one activity to another. This does not promote children to feel positive about their learning all the time. Consequently, this means that all children are not making good progress in all areas of development.

Children are settled in this welcoming environment. Staff work hard to build close relationships with both children and parents. They get down to children's level, speaking warmly and positively. However, staff do not supervise young children adequately, particularly at mealtimes, to ensure that their safety is promoted.

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

- Staff know children well and use this information to plan activities. However, learning experiences and teaching are variable across the nursery and not at a good level. Some staff can implement the curriculum well. Other staff do not have the necessary skills and understanding to do so. The curriculum is not fully ambitious and challenging for all children.
- Leaders do not always ensure that risks are removed and minimised to support children's safety. For example, doors are propped open and then become hazardous to young children. Gates that are in place to ensure that children do not leave areas are left open by staff, which means that, on occasions, young children can wander off unsupervised. This does not ensure that children are kept sufficiently safe.
- Children enjoy the healthy meals and snacks. Older children learn and develop independence skills, such as washing hands and serving themselves food and water. However, leaders have not ensured that the youngest of children are supervised adequately, particularly at mealtimes. Failure to meet safeguarding and welfare requirements does not promote and support children to keep themselves safe.
- Leaders and staff work with parents and other professionals to identify and support children with special educational needs and/or disabilities (SEND). Key

persons are aware of what children's needs are and implement strategies to support them. However, this is not consistent for all staff working with children. This means that levels of teaching for children with SEND are not consistently good and they do not make as much progress as they could.

- Transitions for children are not always well managed by staff. In the mornings, young children can wait for long periods sitting in highchairs, often with very little to do or engagement. At lunchtimes, older children can spend long periods waiting for lunch to arrive. This can lead to children feeling frustrated and to unwanted behaviours towards their friends. Nevertheless, when this is seen by staff, this is addressed suitably.
- Children enjoy listening to stories and singing songs. They use books independently and share stories with their friends. This supports children to make progress in their language development.
- Supervision, coaching and mentoring of staff are not effective. Staff attend training to support their professional development and have supervision sessions with leaders. However, these do not identify weakness and inconsistencies in practice for some staff. This has an impact on the quality of teaching and learning. Therefore, not all children are making as much progress as they could be.
- Parents report that they like the daily feedback they receive about their child's day. They comment that the staff are kind and caring. However, not all parents are aware what their children are learning and what their next steps for learning are. Currently, not all parents are able to contribute and share ideas about their children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is not assured at this nursery. Failure to meet required staff-to-child ratio requirements, poor management of risks and poor supervision of young children at mealtimes means that children's safety is compromised. Overall, leaders and staff have good knowledge of safeguarding and child protection issues, including what to do if they were concerned about someone working with them. Staff have completed safeguarding training and know how to report any concerns they may have.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve supervision and mentoring to ensure they identify and address inconsistencies in teaching	08/12/2023
ensure ratio requirements are met at all times, including morning times to ensure that at least one member of staff holds an approved level 3 qualification and at least half of all other staff hold an approved level 2 qualification	22/11/2023
ensure staff are deployed to promote the safety and interests of all children, particularly during mealtimes	22/11/2023
ensure risks are managed suitably so that children are not exposed to risk	22/11/2023
ensure all staff working with children with SEND are aware of strategies to support them, so they make good progress	08/12/2023
implement a curriculum which is fully ambitious and consistently challenging for all children to ensure they make good progress	22/12/2023
review transitions throughout the day to ensure children are engaged.	22/12/2023

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

- develop stronger relationships with parents to enable them to be involved in their children's learning.

Setting details

Unique reference number	EY419031
Local authority	Haringey
Inspection number	10308827
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	36
Name of registered person	Rising Stars Nursery & Daycare Ltd
Registered person unique reference number	RP528791
Telephone number	0208 808 4630
Date of previous inspection	4 June 2019

Information about this early years setting

Rising Stars Nursery & Daycare registered in 2011 and is situated in Tottenham, in the London Borough of Haringey. The nursery is open each weekday, from 7.30am to 6pm, for 50 weeks of the year. There are 13 members of staff, including the manager, who is also the provider. Of these, six hold relevant childcare qualifications at level 3 to level 5.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This is 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 their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Leaders led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want them to learn.
- Staff, leaders and the deputy manager spoke to the inspector throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first aid and Disclosure and Barring Service checks.

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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