

Inspection of Rising Stars Nursery & Daycare

333 High Road, LONDON N22 8JA

Inspection date: 12 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Staff are welcoming and caring. They provide a well-resourced environment, which supports children to have access to a range of experiences. However, leaders have not yet designed an ambitious and broad curriculum for all children. They have not communicated effectively with all staff about what they want children to learn and how they are going to do this. Consequently, the quality of education is variable, as children's learning is not sequenced well. Furthermore, at times, some interactions lack focus. Not all staff support children enough during group activities to help them to reach their full potential in their development. This means that children are not progressing as quickly as they could. This includes children with special educational needs and/or disabilities.

Nevertheless, children are happy, active and enthusiastic learners, who enjoy being at the nursery. For example, children show that they want to learn about colours as they build rainbows out of blocks. Staff know children well and have a nurturing approach. They have positive relationships with children. This helps children to feel safe and secure. Staff are positive role models. They support children to behave well and focus on their emotional well-being. New children settle in quickly, as staff implement the nursery's effective settling-in arrangements and work in partnership with parents.

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

- Leaders do not ensure that the curriculum is coherently planned and sequenced for the different age groups of children. They do not fully consider what children already know and can do. In addition, staff do not consistently engage or support children, especially during group activities. As a result, children sometimes leave activities and wander, with little focus for their play. At these times, children's learning is not maximised.
- Leaders have welcomed guidance and support from the local authority and have addressed the actions raised at the previous inspection. They monitor staff's practice through observations and supervision meetings. However, this has not yet been effective in raising the quality of education and teaching to a consistently good level. Some staff require further support to enhance their teaching skills and understanding of how to sequence children's learning effectively.
- Overall, staff understand the importance of supporting children's communication and language development. Some staff converse with children well and support their language through songs and stories. They introduce new words to extend children's vocabulary. However, the interactions that children receive are varied. Staff do not consistently use effective strategies to engage with children who choose to communicate less.

- Staff encourage children to do as much as possible for themselves to develop their independence. For instance, they teach children how to dress themselves before going out to the garden. Children gain the self-care skills they need and follow routines independently, such as washing their hands. This helps to prepare them for the next steps in their learning.
- Staff provide opportunities for children to practise their small-muscle and mark-making skills. For example, children make marks with pencils. They strengthen their small-muscle skills while rolling and kneading play dough. They use tweezers to pick up small pom-poms and sort them by colour.
- Children enjoy a variety of nutritious snacks and meals throughout the day. Staff talk to children about the importance of healthy eating and caring for their bodies. Children have daily opportunities to be active and play outdoors. Staff provide a wide range of activities for all children to practise and develop their large-muscle skills. For example, they encourage children to jump, balance and ride bicycles. This helps to support children's physical development.
- Overall, children are familiar with rules and boundaries in the nursery. However, on occasion, staff do not ensure that their expectations are clear. For example, some staff tell children not to eat vegetables from the home corner, but other staff allow it. This leaves children unsure about what they can and cannot do and why.
- Overall, parents speak highly of the staff. They state that their children enjoy attending and are well cared for. However, staff do not provide some parents with information regarding their children's current learning and how to extend this learning at home. This does not support all children to make the progress of which they are capable.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
implement a curriculum that is ambitious, well sequenced and has a clear intent for what children will learn to help them to become immersed in their learning, including in group activities	12/04/2024

provide support and coaching to develop staff's teaching skills and raise the quality of education to a consistently good or higher level.	12/04/2024
--	------------

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

- improve the interactions between adults and children across the staff team to further support all children to improve their oracy skills
- ensure that children receive consistent information in relation to what they can and cannot do and the reasons why, to help them to follow rules and instructions well
- extend opportunities for parents to contribute towards their children's learning and support them in how to extend this at home.

Setting details

Unique reference number	EY537581
Local authority	Haringey
Inspection number	10309366
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	1 to 4
Total number of places	54
Number of children on roll	34
Name of registered person	Rising Stars Nursery & Daycare Ltd
Registered person unique reference number	RP528791
Telephone number	020 8808 4630
Date of previous inspection	13 July 2023

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 six members of staff, including the manager. All members of staff hold childcare qualifications ranging from level 2 to level 7. The provider receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Agnes Wink

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector reviewed the documentation relating to staff's suitability and recruitment.
- The inspector spoke to staff and children at appropriate times during the inspection and took account their views.
- The inspector completed a learning walk with the manager and discussed the nursery's curriculum.
- The inspector, the manager and the provider observed staff's teaching practice and children's learning during joint observations.

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 2024