

Inspection of Foundation Nurseries (Rise Park)

Rise Park Pavillion, Beaulay Way, Romford, Essex RM1 4XH

Inspection date: 19 December 2024

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

Risk assessments are not thorough or carried out effectively to ensure children's safety. Leaders and staff lack a clear understanding and awareness of how to identify and manage risks to children's well-being. Some staff also lack a clear understanding of the safeguarding procedures necessary for keeping children safe. Despite these weaknesses, children are happy and look forward to attending the nursery. Staff's interactions are kind and caring. Overall, they plan a varied curriculum. For example, younger children eagerly participate in routine activities, such as an activity where they guess what is in the box.

Overall, staff encourage children to actively expand their vocabularies by repeating new words and phrases, which enhances their communication skills. However, many of the activities they plan do not align with each child's next steps in learning. Additionally, staff do not consistently apply rules and boundaries to help children to learn the difference between right and wrong. Routine activities, such as story sessions and outdoor play, often become chaotic. This results in inappropriate behaviour from children. Children do not make the progress they are capable of or acquire the skills needed for their next stage of their learning.

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

- Leaders and staff lack awareness of the risks to children in the nursery. Doors to unsafe areas, such as the kitchen, are often left open, and hazards in the outdoor play area remain unaddressed. Some staff are unclear on safeguarding procedures, particularly regarding allegations against colleagues, which compromises children's safety and security.
- Children develop their early writing skills, such as through painting and using glue spreaders and scissors when making models. Younger children enjoy arranging small-world animals and engaging in role play. However, staff sometimes fail to use the information about each child's learning needs effectively. This results in activities that do not consistently address children's individual next steps in learning.
- Leaders and staff identify some children with special educational needs and/or disabilities. They collaborate closely with parents to refer them to external professionals. However, not all staff consistently use individualised support plans, which sometimes lack essential details. For example, children with dietary issues do not receive adequate support to understand the importance of a healthy lifestyle.
- At times, children lack the support to understand appropriate behaviour and its impact on others. For instance, they frequently collide while riding wheeled toys outside, and walk on books or snatch toys indoors. Although staff remind them to stop what they are doing, or to be kind and share, they do not address these

behaviours effectively. This insufficient guidance hinders children's personal, social and emotional development.

- Most children are provided with a healthy and nutritious main meal of the day and snacks. However, staff do not ensure that some children's dietary needs are fully met. For example, they do not give children who have eating difficulties or are reluctant to try different foods an adequate range of choices. In addition, meals at the end of the nursery day include many processed options. This does not fully support children's health and well-being.
- Staff ensure that parents and carers are informed about their child's activities at the nursery. They encourage strong relationships with parents through daily discussions, newsletters and an online app. Overall, parents appreciate the staff's caring nature and the information they receive. This open communication helps children to transition smoothly between home and the nursery.
- Leaders conduct regular supervision meetings and offer training sessions for staff. However, they do not identify the weaker areas of practice effectively. As a result, relevant staff members do not receive the necessary coaching to enhance their skills. This leads to some staff lacking the essential abilities required to ensure children's safety and support their learning.
- Children develop some independence skills by making choices and accessing resources related to their interests. However, staff do not promote their independence effectively during daily routines. For example, children do not have the opportunity to make choices during mealtimes or are encouraged to perform age-appropriate tasks. This limits children's chances to develop these important skills.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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 and Childcare Register the provider must:

	Due date
develop understanding of risk assessment among leaders and staff to identify and remove risks effectively	17/01/2025

ensure that all staff have a clear understanding of the action they must take if they are concerned a child is at risk of harm, including if an allegation is made about another staff member	17/01/2025
make sure that planning is tailored to meet the needs of each child, addressing their next steps in learning and identifying areas where they require additional support	17/01/2025
support staff to understand how to manage children's behaviour appropriately	17/01/2025
ensure that the provision of food and drink meets the needs of all children	17/01/2025
identify weaknesses in staff's practices accurately and provide targeted support to help them improve in these areas.	31/01/2025

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

- provide further opportunities to extend children's independence further.

Setting details

Unique reference number	2703592
Local authority	Havering
Inspection number	10378059
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	2 to 4
Total number of places	44
Number of children on roll	56
Name of registered person	Foundation Nurseries Limited
Registered person unique reference number	2703591
Telephone number	07984189460
Date of previous inspection	Not applicable

Information about this early years setting

Foundation Nurseries (Rise Park) registered in 2022 and is located in Rise Park in the London Borough of Havering. The nursery operates all year round, from 7am to 7pm, Monday to Friday. The nursery employs 14 members of childcare staff, including the manager. There are seven members of staff who hold childcare qualifications.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector and the manager carried out joint observations of group activities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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