

Inspection of Foundation Nurseries (Rise Park)

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

Inspection date: 20 May 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive happily to this friendly and welcoming nursery. Staff know each child in their care very well and talk confidently about their individual interests, progress and next steps of development. Staff value what makes each child unique, and this leads to a highly inclusive environment in which children clearly feel that they belong. For example, children are keen to point out their photographs and independent work that adorns the walls in the spaces that they play and learn in.

Staff work together to create highly enabling environments, offering a range of activities to promote curiosity and interest. For example, children make lemonade together in the garden, building their fine motor skills as they squeeze and cut citrus fruits. This creates a purposeful atmosphere, in which children show high levels of engagement and enjoyment.

Staff interactions with children are consistently positive. They constantly model language and ask questions to promote thought and conversation. They skilfully make links to prior learning, encouraging children to recall previous experiences and to repeat key information and vocabulary. For example, during a discussion about bees, children are encouraged to remember the names of flowers they had collected the previous day. Children make good progress, most notably with their language development, and are well prepared for their next stage of learning.

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

- Leaders have effective oversight of the nursery and are committed to ensuring a safe and inclusive environment for children. They have responded quickly to previous actions and worked hard to ensure these have all been securely met.
- Staff have warm and supportive relationships with children. They are highly observant and quick to intervene if a child needs support. For example, holding a child's hand to support them to balance down a ramp. Staff focus on offering praise and rewards for positive behaviours. This builds a positive culture, in which children grow in confidence and behave well, as they understand what is expected of them.
- Leaders describe clear learning goals for each age group and have been working towards a more child-centred approach to planned learning. However, this is not yet embedded as staff tend to describe activities rather than learning intents. This can limit the purpose of an activity. That said, staff challenge children during play, such as to use tweezers instead of their fingers to pick up small items. Over time, children make good progress across all areas of the curriculum.
- The nursery provides children with a range of healthy meals and snacks throughout the day, and dietary needs are well catered for. Children are

supported to self-serve and clear away their plates, and they brush their teeth together after lunch. This supports them to develop healthy habits and builds their independence skills in readiness for school.

- Staff describe their passion for teaching children about other cultures and religions, and to celebrate difference. They include a range of festivals and calendar events in their planning. The nursery also benefits from two pre-school rooms that are adapted to meet different needs. For example, one room is better equipped to support children that speak English as an additional language. Leaders and staff have developed an inclusive culture in which all children are well supported and feel valued.
- Staff use multiple strategies to support and include children with special educational needs and/or disabilities (SEND) in all aspects of the nursery. For example, a well-equipped sensory room is utilised to support children to self-regulate. Leaders use additional funding to meet individual needs and interests of children with SEND, supporting them to make good progress from their individual starting points.
- Leaders communicate well with other professionals. For example, they share strategies with other caregivers to ensure a joint approach to meeting the unique needs of children with SEND. They also welcome visits and share information with local schools. This supports smooth transitions for children between different settings, and on to their next stage of learning.
- Leaders understand the importance of working in partnership with parents and this is a notable strength of the nursery. For example, parents are encouraged to share observations from home. Staff display these which encourages children to talk about their experiences, building their language skills and sense of identity. Parents comment that communication is strong and they feel that staff genuinely care about their children.

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

- support staff to better understand the learning intent of planned activities to ensure they meet children's next steps of development.

Setting details

Unique reference number	2703592
Local authority	Havering
Inspection number	10383256
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	44
Number of children on roll	63
Name of registered person	Foundation Nurseries Limited
Registered person unique reference number	2703591
Telephone number	07984189460
Date of previous inspection	19 December 2024

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 20 members of childcare staff, of whom 12 hold suitable childcare qualifications.

Information about this inspection

Inspector
Nicola Baker

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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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