

Marian Mission Educational & Family Support Centre

1 Colchester Road, London, E10 6HA

Inspection date

06/03/2013

Previous inspection date

06/03/2007

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Security measures are not always implemented effectively and children's safety is not promoted when they are taken out on trips.
- There is not always a qualified first aider on the premises at all times.
- Some practitioners lack skills to manage children's behaviour appropriately.
- Parents are not encouraged to contribute to initial assessments of their child's learning and development and two-year progress checks are not completed.
- Current systems of observation and assessments hinder children's ability to learn. Practitioners do not use observations and planning to sufficiently challenge and extend children's learning.
- The manager does not monitor the provision of care and learning for children. Consequently, practice in the support for children's learning is inconsistent.

It has the following strengths

- Practitioner's good hygiene practice and daily routines help to minimise the risk of cross infection.
- Children enjoy a range of physical play activities both inside and out.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the group rooms and in the park.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with parents.

The inspector sampled a range of documentation including children's records,

- observation assessments reports, safeguarding procedures, risk assessments and parents' questionnaires.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Marian Mission Educational and Family Support Centre opened in 2005 and operates from three rooms in a community centre. The setting is in a residential area in Leyton in the London borough of Waltham Forest, close to public transport links, schools, parks and shops. It is open each weekday from 8.30am to 3pm during term time. The after school provision is open each week day from 7.30am to 8.20am for the breakfast club, 3.30pm to 6pm for the after school club and from 9am to 6 pm for the holiday play scheme.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently nine children aged from two to four years on roll. Children attend full and part time sessions. The setting provides support for children learning to speak English as an additional language. The setting also provides care for children aged over five to 11 years old during before and after school hours.

There are 10 members of staff, five of whom hold appropriate early years qualifications. The manager has qualified teacher status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present
- review and improve the risk assessment on doors and exits particularly during arrivals and departure times to ensure that the premises are secure and that children cannot leave unsupervised
- assess the risks or hazards which may arise for the children when out on trips and identify steps to be taken to remove, minimise and manage those risks and hazards
- develop staff's knowledge of behaviour issues and ensure that staff implement the behaviour management policy and procedures in order to help children to learn how to behave and promote their welfare
- monitor the educational programme so that it has sufficient depth, breadth and challenge to reflect the needs, aptitudes and interests of the children
- assess children's progress between the age of two and three years and provide parents with a short written summary of their child's development in the prime areas. This must include the children's strengths and any areas where the children's progress is less expected
- foster a culture of mutual support, teamwork and continuous improvement by implementing a system of self-evaluation to assess the effectiveness of the provision and target areas for improvement
- maintain an accurate daily record of the names of the children being cared for on the premises and their hours of attendance

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

- encourage parents to contribute to an initial assessment of their child so that staff can know where to pitch children's learning when they start
- use open questions to enable children to think, respond and express their ideas.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making insufficient progress in their learning and development. Practitioners encourage parents to tell them about their children's care routines and in some cases their children's interests when children start. However, practitioners do not ask about children's developmental progress and abilities. This means that planning does not build on what children already know. Practitioners generally plan activities that children are likely to enjoy and promote some development across the different areas of learning. The practitioners make observations of the children as they play and make some assessment about their progress. However, they do not use information gathered to inform their future planning. They do not identify the next steps for children's learning and plan relevant activities and experiences that will provide children with suitable challenge to help them make good progress towards the early learning goals. Consequently, the setting's current system of observation and assessment hinders children's ability to move forward in their learning and development. In addition, the requirement to complete progress checks for two-year-olds and provide parents with a summary of their child's strengths and any areas where the child's progress is less than expected is not met.

Practitioners appropriately support children learning to speak English through use of labelling objects, repeating words and singing simple rhymes to develop their understanding and speech in English. The children make themselves understood through actions, a few single words and making sounds. However, other children's language development is not always actively promoted because some practitioners are not consistent in asking open questions to enable children to think about their responses and express their understanding and ideas. Children are beginning to develop healthy interests in books and they enjoy listening to stories.

Some practitioners engage with the children at very basic levels, which do not fully challenge children in their knowledge, understanding and skills. For example, during the water play activity practitioners intervene to introduce descriptive words such as, 'big' and 'little' and to add different size containers so that children can explore quantities and size. However, practitioners' lack of questioning techniques means they do not encourage children to think about what they are doing or to express their ideas. Practitioners do not always challenge children by helping them to think about when the bottles are full or empty in order to increase understanding of quantity and associated mathematical language. Children's creative and imaginative development is encouraged through activities such as, painting, listening to music, dance and movement, role-play and dressing up. They learn about their local environment through regular visits to the local park and through topics and discussions about people who work in the emergency services.

The contribution of the early years provision to the well-being of children

The manager liaises with parents and gathers some relevant information about the children before they are placed at the setting. This enables practitioners to take account of children's individual care needs immediately. They also obtain necessary written consents from parents about aspects of children's care arrangements on admission and respect parents' wishes. Children are appointed a key person when they start to help them settle, become familiar with the daily routines and attend to their individual care needs. The younger children appear to be settled overall and their care is not compromised by the presence of older children before and after-school. The manager and practitioners have a positive attitude towards equality and diversity. They acknowledge children's differences and cater for their specific needs, such as, dietary requirements, toileting and comforting strategies when children are new in the setting. Children have sufficient opportunities to develop their understanding of diversity. For example, children use dolls, books and puzzles that represent different races, cultures and disabilities.

Children's behaviour is generally good and many know to share and take turns. However, when children are involved in minor disputes such as snatching toys from another child or pushing each other practitioners do not help children to understand why this behaviour is not acceptable. Children enjoy eating a varied range of fresh fruits at snack time. Children attending the after school session receive a range of healthy snacks including bread and fresh or dried fruits encouraging them to develop healthy eating practices. Children are learning about the importance of good hygiene practices as practitioners maintain good levels of hygiene in the setting and support the children to wash their hands after toileting and before meals. Children attending both the setting and the after school sessions are frequently taken on outings to the local park where there is large play equipment that gives them lots of opportunities to develop physical skills. When on outings children are not helped to learn to keep themselves safe, for example by holding hands and following instructions to promote road safety awareness.

Practitioners organise the space indoors appropriately to meet the needs of the children. For example, children have three designated rooms for arts and crafts, block play, quiet activities and sleep. The setting has sufficient toilet facilities for the numbers of children that they care for. The setting provides a sufficient range of furniture, toys and equipment that are developmentally appropriate for young children. Children have safe and easy access to toys that are stored on low shelves, set out on tabletops or on the floor. This enables children to make independent choices about their play.

The effectiveness of the leadership and management of the early years provision

The manager and practitioners have an appropriate understanding of child protection matters and know the appropriate steps to take if they have any concerns about a child in their care or if there are any allegations against staff. The manager ensures that all practitioners are sufficiently vetted to check that they are suitable to work with children. The manager has put some measures in place to prevent unwanted visitors gaining access to children on the premises. For example, an intercom system has been installed and visitors are expected to identify themselves and sign the visitors' book. However,

practitioners are not always vigilant about the potential risks to children. For example, when the external door is being used by parents at key times, such as, arrival and collection of children. At the inspection, a child followed their parent towards the door and although a practitioner was present, the child managed to step outside the premises. Children's and wellbeing is not effectively promoted particularly during the morning sessions when there is not always a practitioner trained to administer first aid on the premises during that time of the day.

Since the last inspection the setting has extended its care to younger children from the age of two years. The children's play environment is generally appropriately organised to enable the children of different ages to play safely. Suitable facilities are provided for nappy changing and for children who need a sleep or rest during the day.

The manager has devised clear procedures for outings and this includes children wearing fluorescent coloured vests with the setting's contact details so that appropriate measures are taken in the event that a child goes missing. Practitioners however, do not always follow the setting's procedures for outings and this puts children's safety at risk. Children are taken out on local trips and although practitioners have risk assessed the venue in advance to identify potential hazards some practitioners do not ensure that they hold on to children's hands when they out in the street to prevent them from running off and teaching them about possible dangers. Children are escorted off the pavement and stand with practitioners on the side of the road waiting to cross gaining some road safety awareness. Also, some practitioners do not check that the park gate is closed so that children do not exit the park without a practitioner. All mandatory records, such as, children's personal forms, accidents and medication records are in place, kept securely and generally well maintained. However, there have been a number of occasions when children are not signed out at the end of the day resulting in an inaccurate record of children's hours of attendance.

The failures to ensure children are safe and secure, that a first aider is present with the children and to maintain attendance records mean that the requirements of the Childcare Register are also not met.

The manager is able to demonstrate a sound understanding of the learning and development requirements; however, she has not ensured that practitioners have an understanding of the process for observation and assessments. Consequently, practitioners do not make links between their assessments of children's progress and planning to provide challenging learning experiences for the children. Overall, the system for monitoring the educational programme is not fully effective in reflecting the needs, aptitude and interests of the children. Although parents are encouraged to contribute their views about the service offered to their children the manager and practitioners do not have a system to evaluate the provision effectively. As a result, they fail to identify the strengths and weaknesses of their practice and to target areas for improvement. This impacts on the setting's ability to improve the outcomes for children. The manager and practitioners are developing positive working relationships with parents. They give daily feedback to parents about their children's day and share children's assessment reports with them. Parents spoken to at the time of the inspection comment positively about the setting, saying that their children enjoy attending and they praise the support they receive

from practitioners in supporting their child's personal development. Practitioners are aware of the need to develop partnerships with the schools that some of the children attend. They are beginning to exchange information about children's general wellbeing with the teachers in order to promote consistency of care for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise identified risks (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise identified risks (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY300294
Local authority	Waltham Forest
Inspection number	907140
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	9
Name of provider	Marian Mission For the Poor
Date of previous inspection	06/03/2007
Telephone number	07940143545

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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