

# Hope Immaculate Nursery

Rents & Enforcement Unit, 25 Moorey Close, Stratford, LONDON, E15 3JP

## Inspection date

09/04/2014

Previous inspection date

29/07/2013

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

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

3

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

- Some of the staff lack suitable knowledge and understanding of child protection and safeguarding issues, which puts children at risk.
- The provider does not use robust systems to check the suitability of staff to work with children, including identifying any issues from staff's employment history.
- The provider does not maintain an accurate account of children's attendance to help safeguard their welfare.
- The provider and manager do not make sure that all the resources are well maintained for children to use to fully promote their learning.
- The self-evaluation system is not yet sufficiently developed to identify the main areas of weaknesses or to address all recommendations raised at the previous inspection.

### It has the following strengths

- Children's health is promoted and maintained through staff's daily routines and the care children receive.
- Children learn simple rules that help to keep them safe when playing and taking part in activities.

## 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 held discussions with the manager and provider.
- The inspector observed the staff's interaction with the children.
- The inspector interviewed a parent.
- The inspector sampled a range of documentation that included staff records, policies, the register of attendance, written risk assessments and activity plans.

## Inspector

Jennifer Liverpool

## **Full report**

### **Information about the setting**

Hope Immaculate Nursery registered in 2011. It operates from a converted, one-storey building in Stratford in the London Borough of Newham. Access to the building is at ground level, directly from the adjacent footpath. Children have the use of three playrooms and they share access to an outdoor play area. The nursery is open from 7.30am to 6.30pm, all year round for 51 weeks a year. The nursery also provides an after-school club from 3.30pm to 6.00pm during term time and a holiday play scheme from 7.30am to 6.30pm during the Easter and Summer school holidays and occasionally during half term upon request.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 42 children aged from one year to four years on roll. The children attend for a variety of sessions. The nursery receives funding for free early education for two, three and four-year-olds. They support a number of children who speak English as an additional language. The nursery also provides care for children aged over five to 10 years after school and during the school holidays.

The nursery employs eight staff, which includes two apprentices to work with the children. Of these, six hold relevant early years qualification. The manager has Early Years Practitioner Status and one member of staff has Qualified Teacher Status. The nursery has access to additional staff and two students are currently on work placement at the setting.

### **What the setting needs to do to improve further**

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

- ensure all members of staff have up-to-date knowledge and understanding of child protection issues and also understand and implement the nursery safeguarding policy and procedures
- implement rigorous recruitment and vetting procedures to ensure the suitability of all staff to work with children
- maintain an accurate record of children's hours of attendance
- improve the educational programme for communication and language development by using open questions to encourage children to think, reason, express their ideas and to want to find out more

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

- review resources and equipment regularly to keep these in working order to promote children's learning more effectively, particularly the computer and battery operated toys so that children can learn how and why things work
- extend the systems for monitoring and evaluating the setting to maintain continuous improvement, identifying strengths and weaknesses and prioritising targets to improve the quality of provision for the children

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

The nursery encourages parents to contribute to an initial assessment of their child when they start at the nursery. This enables the staff to gain an understanding of the children's starting points so that they can begin to provide activities to support the children appropriately. The staff observe the children and they keep a record of children's achievements, which they use to help plan an appropriate range of activities for children's individual learning needs. In general, children make sound progress in their learning and development.

Staff use nappy changing time to help develop young children's language development. They provide a simple running commentary on what they are doing, repeating words and naming objects that the children look at. Staff use circle-time sessions to encourage children to develop confidence to talk in group situations and learn to listen to others.

Staff positively support children learning to speak English during activities and at routine times to help develop their communication skills in English. For example, staff use flash cards to develop children's vocabulary and to help them to understand the changes to the routines within the day. However, some aspects of the educational programmes are not well promoted, for example, staff do not always offer challenge and extend children's communication and language skills. This is because some staff do not sufficiently ask open-ended questions to challenge and extend children's language development. This was identified as a weakness at the last inspection and has not been sufficiently addressed. As a result, children continue to have fewer opportunities to describe what they are doing, express their ideas or think about reasons why they choose certain pictures to cut when taking part in focused activities.

Staff introduce children to simple shapes through activities, books and posters. Children show interest in shapes around the room as they point out circular objects. Staff provide children with regular opportunities to experiment with paint and develop different painting techniques, such as through finger painting, making prints and splash painting. Staff teach children a variety of song and action rhymes. These help older children to learn a variety of songs which they sing from memory and younger children to join in with familiar action songs to help them develop co-ordination. Staff support and teach children certain skills, such as learning to cut, at appropriate times in their stage of development. Staff also teach children how to use tools safely and properly. For example, they show young children how to hold a scissors for cutting and they explain to children why they must only use scissors for cutting. Older children show good concentration skills and perseverance when cutting out pictures from magazines for their collage. Consequently, children demonstrate that they are beginning to develop some of the skills they need for their future learning. However, children do not have opportunities to use the computer to develop their confidence and skills in using information technology because the computer is not in working order. In addition, children are not able to use some of the programmable toys and investigate cause and effect resources. This is because the management team have not checked these resources are in working order or replaced the batteries. This hinders children's learning about simple technology as part of their developing understanding of the world around them.

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

Most children show they feel secure as they approach staff for cuddles, reassurance or to help them remove items of clothing when they need to visit the toilet. In general, children form relationships with their key persons and the staff. Children's behaviour is generally good and they play well together. This is because staff use appropriate behaviour management strategies, such as providing children with simple explanations and making requests for good behaviour, to which children respond positively. Children learn how to keep themselves safe in the event of an emergency because they regularly take part in practising the emergency evacuation procedures with staff. The members of staff also gently remind the children about simple safety rules in the setting and this helps children to have some self control. However, the number of weaknesses the inspection has identified in safeguarding children means that children's well-being cannot be assured.

The nursery has a range of procedures to introduce new children and their parents to the new environment and staff. For example, parents are encouraged to visit the nursery with their child before the start date. This enables the children to explore the new environment. The manager encourages parents to spend time with their child during the first week or more with their child. This demonstrates that the staff work with parents to help settle children into the nursery according to their individual needs. Also the key persons meet with parents and the children during the settling-in process to get to know children and obtain information from parents about children's routine care. This enables staff to meet children's individual care routine from home, for example, allowing young children to sleep when they need to during the day.

Children health is suitably fostered. Staff use appropriate daily cleaning routines to enable children to play in a reasonably clean environment, which helps to reduce the risk of cross-infection and germs. For example, staff wear protective clothing during nappy changing and they clean the changing mats before and after use with anti-bacterial spray. Staff also clean the tables before and after use, and they wear gloves when helping to serve children's meals at snack time. Children learn about personal hygiene through hand washing routines at appropriate times throughout the day. They receive nutritious meals and snacks that help them to understand which foods are good for them. Staff make sure that fresh drinking water is available for children at meal times, outdoors and during the session so that children do not get thirsty. Children go out to play on a daily basis and regularly engage in a range of activities that helps to develop their physical skills.

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

Some of the staff do not have a suitable understanding of child protection issues. As a result, children's welfare is compromised. The inspection took place due to a number of concerns raised relating to staff suitability and their training and support, how they deal with accidents and administer medication, the suitability of the premises, risk assessments and behaviour management. The inspection found that the provider's vetting procedures are not robust enough to help ensure that full checks are carried out on staff's suitability to work with children, as required. While the provider can verify that they have carried out Disclosure and Barring Service checks on all staff, they have not obtained references to assess staff's abilities and experience to work with children. The nursery premises are suitable, adequately clean and generally well maintained. The manager and staff use a daily risk assessment, which shows the actions taken to address and minimise potential hazards to children. All mandatory records are in place. The accident and medication records, in particular, contain relevant information to promote children's continuity of care, as staff share these records with parents when they collect their children.

The provider and the manager share the designated role to lead on matters relating to child protection issues, provide support to staff, and liaise with relevant agencies. Although safeguarding procedures are included in the induction process, the majority of staff have not yet had opportunities to attend child protection and safeguarding training.

Consequently, some of the staff members are not aware of the different types of abuse or the indicators that would cause concern. In addition to this, some of the staff say that they were informed that the nursery has a policy for safeguarding during induction but admit that they have not seen the safeguarding policy. This means that some staff members who work closely with the children are not in a position to notice changes in order to act promptly when a child is in danger. This is a breach of the welfare requirement and puts children at risk. Furthermore, the manager and staff do not ensure that the register of attendance accurately reflects children's arrival and departure times as required. This is a further breach of requirements. In addition, the provider is not meeting all the Childcare Register requirements.

The manager is fairly new in post and has taken steps to monitor the observation and assessment records to develop consistency in staff practice in order to plan for the next stage in children's learning. Also, the manager has put systems in place to provide supervisions for all staff and hold staff meetings to evaluate the educational programmes for children. Consequently, children are making steady progress in their learning and development. The manager and staff welcome the advice they receive from the early years team. This helps to further support the children. The provider knows to keep records of complaints if the nursery receives any. The provider now records verbal feedback from parents and uses their feedback to review aspects of practice.

The nursery has appropriately addressed one of the two recommendations set at the last inspection. Staff now record children's daily routine in a communication book, which they share with parents on a daily basis and encourage parents to complete an initial assessment of their child so that staff are informed of children's starting point. However, the recommendation to enhance staff's use of questioning to further support children's language has not been addressed. This shows the nursery has not yet developed a fully effective method of driving continuous improvement. Nonetheless, the manager has begun to reflect on their practices and has identified some aspects of practice and resources that require improvement, particularly with regard to the use of the outdoor area for babies and children's play. However, the process for self-evaluation is still in its infancy and, therefore, not yet used effectively to fully identify and address key weaknesses in relation to safeguarding.

The nursery's partnership with parents is sound. The manager informs parents about the nursery policies at the start of their child's placement and she makes the range of written policies available to parents on request. This enables parents to be informed of the nursery's procedures in caring for their children. Staff communicate with parents on a daily basis to share details about their children's individual care and how they have spent their time at the nursery. Parents comment favourably about the care that their children receive at the nursery. Parents say that they know who their child's key persons are and that they receive information about their child's care and development on a daily basis. Parents say that they like the layout of the nursery, separate areas for children of different ages and the outdoor space for children to play. The manager is aware of the importance of establishing links with other settings and local schools to support children move to schools and also the continuity of care and learning for 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:

- implement a written statement of the safeguarding procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- put effective systems in place to ensure that the registered individual and any person caring for, or is in regular contact with, children is of integrity and good character (compulsory part of the Childcare Register)
- keep a daily record of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- implement a written statement of the safeguarding procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- put effective systems in place to ensure that the registered individual and any person caring for, or is in regular contact with, children is of integrity and good character (voluntary part of the Childcare Register)
- keep a daily record 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY434061
<b>Local authority</b>	Newham
<b>Inspection number</b>	959613
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Elijah Rotimi Oloye
<b>Date of previous inspection</b>	29/07/2013
<b>Telephone number</b>	0207 9983600

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

