

The Nursery at St Pauls

St. Pauls Church, Dock Street, London, E1 8JN

Inspection date	02/09/2014
Previous inspection date	21/06/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	1
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

- The security of the building is not robust and visitors to the site are not monitored. As a result, children are not protected from unknown individuals entering the premises.
- Children sleep on mats on the floor; however, this area is not well organised and children's safety is at risk when adults and staff are moving around near sleeping children.
- Staff deployment at meal times is poorly organised; furthermore, staff are not clear about their roles and responsibilities. As a result, children's individual needs are not met, which causes them distress.
- Children's personal, social and emotional development is not enhanced during meal times because staff are preoccupied at times and miss opportunities to instil good social skills.

It has the following strengths

- Staff have suitable understanding of the assessment arrangements. They plan some suitable educational programmes, based on individual children's learning styles.
- Staff arrange activities inside and outdoors to support children's physical development.

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 children's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children, and held discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full report

Information about the setting

The Nursery at St Pauls registered in 2001 and is managed by Selective Learning Ltd. It operates from a converted church in the London Borough of Tower Hamlets. The nursery has sole use of the premises and operates from four classrooms on the ground and first floor. It has a kitchen and basement on the lower ground floor and offices on the second floor. Children have access to an outdoor area. The nursery opens each weekday from 7am to 7pm for 51 weeks of the year. Children attend a variety of sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 102 children in the early years age range on roll. The provider receives funding to provide free early education for children aged three and four years. The staff provide support for children with special educational needs and/or disabilities. The nursery employs 33 staff who work directly with the children; of these, 29 hold an appropriate early years qualification and one member of staff has achieved Early Years Professional Status. In addition, three members of staff hold an early years degree, and one member holds a Qualified Teacher Status. The provider also employs a cook and housekeepers.

What the setting needs to do to improve further

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

- ensure security measures are robust enough to prevent unauthorised persons entering the premises
- ensure daily care routines are risk assessed to maintain children's safety, in particular at sleep times
- ensure the programme for personal, social and emotional development builds children's social skills and learning opportunities, particularly at lunch times
- ensure staff know their roles and responsibilities and are deployed effectively to make sure the needs of all children are met

Inspection judgements

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

The staff in the nursery deliver a range of activities that, overall, excite and challenge the children. Staff demonstrate they have a suitable understanding of the requirements for the Early Years Foundation Stage. As a result, children are, in general, well cared for. Staff

maintain sufficient observations of the children, which are used to plan for their learning and developing needs. Staff are clear in their role in completing the required progress check for two-year-old children. The staff know the children well and are, in general, kind and caring towards them. Staff talk to the children, questioning them skilfully to encourage the children to think for themselves. For example, children are asked how they are feeling. There is lots of laughter when children say they are feeling 'cheesy'. This means children's communication skills are supported. Children and staff sing familiar songs, which further develops the language skills of the children. In general, children confidently move around the nursery and make choices from the resources and toys available.

Children have suitable opportunities to use their creative skills, for example by painting summer scenes and modes of transport. Staff fully support children's own choices and young children had great fun exploring and blowing bubbles in water and paint. They were fascinated by the coloured bubbles and enjoyed using paper to capture the shapes they had created. Staff used this opportunity to talk about colours, encouraging the children to recall the colours of the paint. Staff demonstrate appropriate levels of kindness and patience when supporting children who are settling in the nursery. They gather a range of information from parents, which means they know the home routines and any specialised care needed.

Staff make effective use of labelling and samples of writing to extend children's understanding of letters and words. The children are encouraged to develop physically, making use of the outdoor area. Staff provide a range of climbing equipment to enable children use their arms and legs to stretch. Staff use effective levels of praise, which reinforces children's feelings of self-worth and pride in their achievements. However, staff miss opportunities to enhance children's personal, social and emotional development during daily care routines. For example, during mealtimes, staff do not always engage in quality interactions with children to help develop their social skills.

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

At lunch time, poor organisation hinders the children's opportunity to enjoy the food provided and the social aspect of meal times. Children's well-being is compromised because staff are unsure of their roles and responsibilities. For example, they do not organise the furniture and resources successfully, which means there are children who do not have chairs at the start of meal times. Furthermore, staff do not present food to the children in an organised manner, meaning some children do not receive their food while their friends are eating. As a result, the individual needs of the children are not met. In addition, during sleep times, staff have not assessed the risks of adults and children moving around while children are sleeping. Therefore, children's safety is not prioritised. Furthermore, visitors to the nursery are not monitored and their identity not considered by staff. As a result, the safety of the children is compromised.

Suitable staffing means babies and younger children are well supported at meal times. They have appropriate furniture so they are able to sit in comfort while they eat their

food. Staff are clear in their role in working with parents to meet the dietary needs of children. Babies and younger children are encouraged to feed themselves, and are praised when they do. The strategies to support children with special educational and/or disabilities are familiar to staff. Staff work closely with other professionals to support children and their families.

The environment is bright and clean. Staff follow hygiene routines and toilets and bathrooms are kept very clean throughout the day. Staff remind the children of the importance of washing their hands before mealtimes, which means that they begin to gain an understanding of their own personal hygiene. Staff gently remind children to drink plenty of water so they do not become thirsty. Staff use activities to talk sensitively to the children about turn taking and sharing. This supports the children to feel confident and develops their self-esteem.

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

This inspection took place following concerns raised about safeguarding practice, child supervision, children's behaviour and risk assessments. This was in relation to the security of the building, sleeping arrangements for children, the cleanliness of the bathrooms and children's privacy while using the bathroom, staff managing behaviour, and the safety of children when sleeping. The inspection found that the bathrooms to be clean throughout the day and staff very aware of their role in maintaining the cleanliness. Staff are also aware of the correct way of disposing nappies to keep the changing areas clean. Children used the bathrooms independently and with support, with their privacy respected at this time. The inspection also found that staff managed behaviour in an appropriate manner. Toys and resources in the sleeping area were stored in a suitable manner and are safe. However, the security of the building was not well managed. Visitors to the nursery are not monitored or asked to sign the visitor's log. This means the safety of the children is compromised. Staff do not risk assess the arrangements for adults and children moving around the sleeping children. Further to this, the arrangements at lunch times did not support the individual needs of the children.

The manager gives suitable levels of support to the staff and all staff have regular supervision and appraisals. This enables them to fulfil their roles and develop their skills. The staff and manager are motivated and share a commitment to the continued development of the nursery. The self-evaluation process incorporates the views of staff. The manager monitors the planning, assessment and observations to ensure that gaps in children's learning or in provision are identified. This demonstrates a commitment to bring about changes to benefit the children in the nursery.

Children are cared for by staff who have undergone a robust recruitment, selection and induction process. All staff have a clear understanding of the arrangements for safeguarding children. This includes the indicators that would cause concern and how and when to report concerns about children in their care. Good levels of staff have a first-aid qualification. This means staff are able to respond to children in an emergency and treat

their minor injuries. Appropriate relationships are fostered with parents, who report that they appreciate the information that is shared between themselves and the staff. Parents are particularly pleased that all staff know their children and state they appreciate the approachability of the staff. Staff in the nursery work in partnership with the local authority and liaise with a range of professionals who offer extra support to 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 no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure the premises are safe and suitable for childcare (compulsory part of the Childcare Register)
- take all necessary steps to minimise any risks to the health and safety of children, in particular at sleep times (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- ensure the premises are safe and suitable for childcare (voluntary part of the Childcare Register)
- take all necessary steps to minimise any risks to the health and safety of children, in particular at sleep times (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	119622
Local authority	Tower Hamlets
Inspection number	986903
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	120
Number of children on roll	102
Name of provider	Selective Learning (Maidstone) Ltd
Date of previous inspection	21/06/2012
Telephone number	020 7265 0098

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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