

# TREGS Day Care and Educational Centre

97 Whitwell Road, London, E13 8DA

<b>Inspection date</b>	28/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	4 Not Applicable
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

- Staff do not safeguard children because risk assessment procedures are not effective in ensuring children's safety is given the highest priority and staff are not skilled in identifying and minimising potential hazards within the provision.
- The quality of teaching is poor because staff are not well deployed and they fail to ignite children's curiosity and enthusiasm for learning through their teaching and by providing a good range of activities across the areas of learning.
- Staff do not plan a challenging and enjoyable experience for each child based on their needs and interests to help them progress in all areas of learning.
- Children's behaviour is poorly managed. Staff do not engage children and this results in behaviour that creates a disorderly environment and puts other children at risk.
- Performance management and supervision systems are ineffective and do not identify priorities for staff development to ensure teaching, planning and assessment support good learning outcomes for children.

### It has the following strengths

- Staff help children to settle and build friendly relationships with them to support their personal, social and emotional development.

- Children receive healthy and nutritious meals, snacks and drinks. They enjoy outdoor play so they get fresh air and exercise as part of a healthy lifestyle.

### **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 had meetings with the provider/manager of the provision, spoke to staff and interacted with children.
- The inspector observed activities in the indoor and outside environments, as well as routine times.
- The inspector conducted a joint observation with the provider/manager of a focused activity.  
The inspector looked at a sample of children's assessment records, planning documentation, risk assessments and a range of other documentation, including the provision's policies and procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.

### **Inspector**

Kathryn Falzon-Perera

## Full report

### Information about the setting

TREGS Daycare and Educational Centre registered in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from an adapted building in the London Borough of Newham. The nursery serves the local and surrounding areas and is accessible to all children. Children have access to a large room, toilets and an enclosed outdoor play area. The nursery is open each weekday from 7am to 7pm, all year round. There are currently 27 children on roll in the early years age group. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children. The nursery employs seven members of staff who work directly with children who are qualified from level 2 up to level 6 in early years. The provider/manager holds Early Years Professional Status.

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

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

- implement robust procedures to assess risks to children in all areas of the provision, and review these regularly in order to safeguard children's welfare
- improve the deployment of staff throughout the day and their quality of teaching to ensure they interact effectively with children and engage them sufficiently during their play and explorations so that they are challenged and fully supported in making progress in their learning
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- ensure staff implement appropriate strategies to manage children's behaviour, using clear and consistent boundaries and expectations to support children's well-being
- implement effective monitoring systems and supervision of all staff to safeguard children and ensure there is consistency in the delivery of the educational programmes to promote good learning outcomes for children

## Inspection judgements

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

Children are poorly supported in their learning and development because the quality of planning and teaching is weak. Although staff are generally attentive, they lack some of the necessary skills to fully engage and challenge children in their learning through play. Staff do not use valuable opportunities to build on and extend children's prior learning. They also fail to focus on what the children already know, or support them further through appropriate modelling. For example, during a creative activity, children are asked by staff to feel, cut and stick material onto paper. Staff over-direct the activity for younger children by cutting the material for them and on occasions sticking it down onto the paper. This prevents children from expressing their own creativity. Staff encourage older children to feel the material but fail to provide a range of materials so they can begin to identify different textures and explore these differences to understand how they are used. Staff do not use this activity to build on the older children's skills by encouraging them to design, create and express their ideas.

Staff lack the skill needed to develop children's communication and language skills, in particular their thought processes and conversational skills. Staff are not skilful in asking children questions as they play to develop their thinking and foster their own creative ideas and skills. As a result, older children become bored and leave the activity while younger children have little ownership over their efforts. In addition, staff give little support to encourage older children to implement what they have learnt in a practical way in future activities. Consequently, some activities merely occupy them and do not challenge them sufficiently in their learning.

Babies and children in the younger age range receive adequate support that mostly meets their needs. For example, children in the baby room enjoy a range of activities that support them to gain new skills, such as sitting, crawling and walking. Young children engage in a suitable range of adult-directed activities that include sensory play, such as playing with water. They also enjoy self-chosen play including exploring musical instruments, such as rainmakers, and books. Staff respond to babies' babbles and vocalisations to encourage their communication skills and support their attention and listening skills adequately. For example, staff demonstrate how a rainmaker instrument must be turned all the way over for the beads to fall and make a noise. Babies have sufficient time to practise and reinforce what is being taught to them as staff only sensitively intervene if necessary. As a result, babies' independence and self-esteem increases as they begin to learn to solve problems for themselves.

Some children make their own choices of where to play; for example, children sit together with toy computers and talk about 'being at work'. They also dress up in costumes and pretend to be princesses or fire fighters, travelling in their cars to and from home. Children engage in imaginative play and show they are able to concentrate and cooperate with one another as they build on the role play together. Staff sit alongside children and comment on what they are doing by repeating what the children say during their play. However, staff fail to extend children's imagination or interests as they do not provide opportunities

or resources to further extend this play. In addition to this, most of the time staff do not initiate interactions with children who often move from one resource to the next displaying little interest. This lack of engagement with children means they soon become bored and this gives rise to behaviour that creates a chaotic environment. This puts other children's safety at risk. For example, children throw and kick balls inside and run around the hall which causes them to bump into one another and fall over.

Staff have initial discussions with parents about children's interests and developmental starting points and use assessment to monitor their progress. They also have discussions with the parents who collect their children, informing them of what they have been doing that day. However, staff do not have a clear understanding of children's stages of learning and development and do not plan activities to meet each child's needs or current interests. In addition, planning does not provide a breadth of experiences to enable children to test things out for themselves or receive focused adult intervention to help with their progress. These weaknesses mean children do not have suitably challenging learning experiences to support them in preparing them for the next stage of learning or achieving the skills necessary for starting school.

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

Staff greet children and parents warmly when they arrive at the nursery and this creates a friendly atmosphere. The key-person system is not well embedded to support children's feelings of belonging. However, children are forming attachments to staff, which means that most children seek support from staff when needed. Some children are developing friendships and older children help the younger ones to select books, or show them where to sit at circle time when they are in the same room during the morning routine.

Staff support children's health suitably, providing children with a variety of healthy nutritious foods. For example, they have fruit with their snack and eat roast chicken, potato wedges and a selection of vegetables with yoghurt and fruit for lunch. Staff help develop children's personal hygiene practices through practical routines and this supports their independence in self-care. Staff support children to routinely wash their hands, use the toilet independently and serve themselves at meal times. Staff ensure that fresh drinking water is easily accessible to the children so that they can help themselves to water throughout the day. This helps to prevent children from getting thirsty. Children have daily opportunities for physical play when they use a range of play equipment in the garden, such as balance bicycles, large tyres and a sand pit. This provides children with time and space to develop their balance, coordination and strength as they play in the garden.

Staff do not safeguard children's well-being and safety at all times. Overall, staff are not sufficiently vigilant to ensure they identify and remove all hazards to children. For example, staff highlight the uneven surface from the steps into the garden, but do not act to minimise the risk to help them keep children safe. The provider, on entering the garden, places a crate over the broken slabs so children do not trip, hurt or cut themselves on the uneven surface. The provider has also failed to implement a robust risk

assessment procedure and staff have not identified risks and minimised hazards when babies share the hall with the older children. This is a breach of requirements; it means that children's safety is compromised and they are at risk of harm. In addition, the babies have been able to play with scissors, sit close to a plastic bag left on the floor from a new toy an older child had opened, as well as reach a trailing electrical wire near the carpeted area. These hazards demonstrate staff are unaware of resources and equipment that are hazardous to the younger children and are therefore, not keeping them safe at all times.

Staff do not manage children's behaviour in a manner that supports their understanding of boundaries or their developing knowledge of right and wrong. Staff do not always remind children of the rules to help them keep safe and do not consistently or clearly inform children of the positive behaviour expected. Consequently children do not all develop good behaviour and they disrupt others, for example during meal times and circle times. The organisation of these routine times is ineffective and does not support children to be well behaved. There are long delays between children being told to wash their hands and sit at the table, and the food arriving. The level of adult interaction to engage children during these times and direct them appropriately is minimal, resulting in unwanted behaviour by some children. The noise levels become loud and children begin to hurt one another as they hit or move chairs away as their friends sit down, causing them to fall. Staff fail to deal with these situations appropriately and inform children of negative consequences that are not connected to the behaviour. For example, staff inappropriately tell children they will lose outside play opportunities if they do not behave. Despite these threats, children fail to take notice of staff and continue to run around indoors and throw resources. This has a significant impact on children's well-being as they do not develop a positive sense of self and put themselves and others at risk of harm.

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

The management of the setting is poor and they do not safeguard children's welfare appropriately or support their learning and development sufficiently so children make good progress. The management does not effectively monitor the provision to identify the significant weaknesses. As a result, there are breaches of requirements of the Early Years Foundation Stage and the Childcare Register which have a significant impact on the outcomes for children. The quality of teaching is poor, particularly regarding the level of staff's questioning and their planning of activities. Consequently activities do not challenge and support children's learning adequately. Staff are not well deployed; they manage behaviour poorly and they do not identify and minimise risks to children's safety to help safeguard their well-being.

The management is currently undertaking an evaluation of the provision and is seeking support from the local authority but has not begun working with other professionals to drive improvement. Overall, self-evaluation and monitoring of the provision through staff supervision is weak. While the nursery has not been operating for a long time, there is a failure to carry out effective staff supervision or performance management. This means the provider does not identify the main weaknesses or arrange appropriate training to

address the gaps in staff's knowledge and understanding. This also means the nursery does not have a secure procedure to continuously monitor and evaluate the quality of care and the educational provision. As a result, they have not been effective in identifying key areas for immediate improvement. These include inequalities in activities for some children and lack of support for others. Staff are not doing enough to help narrow potential achievement gaps and ensure that all children are making sufficient progress given their starting points. This undermines children's overall learning and development.

A number of staff hold a current paediatric first-aid qualification to meet the legal requirements and there is always a member of staff on duty who is trained in safeguarding. The safeguarding lead member of staff has completed the required training and understands how to deal with any concerns about a child's welfare appropriately. The staff are aware of the safeguarding policy and procedures and have a suitable understanding of the action they must take if they are concerned about a child.

There are adequate recruitment and vetting procedures in place to ensure that all staff are suitable to work with children. All required documentation is in place and up to date, which contributes to the management of the setting. Staff have a sound understanding of the sickness procedures to follow. They do not allow children to attend the setting if they are ill to reduce risks of cross infection. The setting maintains ratios, with staff frequently updating their records to show the amount of children they are caring for in each room. This helps to ensure that they maintain the correct adult to child ratio requirements throughout the day.

Staff work in suitable partnership with parents to support their child's care and learning needs. Parents report that their children enjoy attending the setting and they find the staff to be friendly and approachable. The parents also comment positively about the settling-in process to support their child during this period of change, and the bonds their children have made with staff.

The staff are developing an understanding of the importance of working in partnership with other professionals, particularly with the local schools and children's centre to support children's needs and move on to school.

### 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 the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare and that all necessary measures are taken to

minimise any 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)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare and that all necessary measures are taken to minimise any 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)



## 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

<b>Unique reference number</b>	EY466827
<b>Local authority</b>	Newham
<b>Inspection number</b>	938653
<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>	85
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Elizabeth Olaniyan
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02085862858

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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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