

Marian Mission Educational & Family Support Centre

1 Colchester Road, London, E10 6HA



Inspection date	22 January 2015
Previous inspection date	23 January 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is not consistent. This is because staff do not always take account of children's development levels when carrying out some activities.
- The management's monitoring of staff practice does not fully focus on the quality of teaching and staff understanding of how children learn. Therefore, teaching practice is variable.
- Staff do not consistently support children's independence skills during some everyday routines.
- Staff do not consistently gather precise information from parents of children who are learning English as an additional language. This reduces opportunities to fully promote children's language skills.

It has the following strengths

- Staff warmly greet children into the clean, bright environment, so they generally arrive happily and settle in.
- Staff minimise hazards in the environment efficiently, which helps to keep children safe.
- Staff soundly observe and assess children's progress. They plan future activities to help them progress from their starting points and develop skills for their future learning.

What the setting needs to do to improve further

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

- raise the quality of teaching and learning opportunities for children during adult-led activities, ensuring that all activities are developmentally appropriate, and provide children with sufficient interest and challenge
- improve the training and professional development of staff, to ensure that these focus on improving the quality of teaching and result in developmentally appropriate activities for all children.

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

- provide consistent opportunities for children to develop their independence skills during daily routines
- strengthen existing ways of gathering information from parents about children's communication development, so that staff can fully support children who are learning English as an additional language.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed children as they played and took part in adult-led activities and routines, inside and outdoors.
- The inspector sampled documentation, including policies, children's development folders and staff files.
- The inspector spoke with staff, managers, children and parents at appropriate times during the day.

Inspector

Lesley Hodges

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching in the pre-school is variable. Planned activities do not always promote children's needs and interests and are not always developmentally appropriate. Some staff lack understanding of how children learn, which is evident during long, adult-led activities where they do not fully engage children. At other times, children enjoy choosing their play. Staff support children's developing knowledge of the environment as they chat about different sea creatures during water play. Staff use mathematical language appropriately during some child-led activities, for example as children moved trains along a track and in and out of tunnels. Staff do not always gather precise information from parents about children's communication development. This means that they are unable to fully support children who are learning English as an additional language. Staff help children as they move on to school. They visit schools with parents and children, and speak with school staff about the children's individual needs.

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

Children enjoy daily outside play and help each other to use ride-in cars and slides. This shows that they are learning to understand each other's needs. Children attending the after-school club greet staff members affectionately, showing they have built close bonds over time. These warm relationships promote children's emotional well-being. Staff provide healthy snacks for children. However, they readily serve food and pour drinks for children, so children are not always able to develop these skills for themselves. Staff chat with parents daily to keep them informed of what children have been doing. They follow clear procedures for collecting children from school which helps to promote children's safety.

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

The managers have addressed the actions and recommendations from previous inspections to provide a safe, welcoming environment for children. Managers understand safeguarding requirements and when to notify Ofsted of relevant matters. Staff demonstrate a secure knowledge of the procedures to follow if they have concerns about a child. The managers carry out regular reviews of staff performance. As a result, they have made some changes to improve the provision, such as improving the range of activities outside. However, they do not fully monitor the quality of teaching to ensure that all staff provide children with appropriately challenging activities. The managers review the provision and respond well to suggestions made by parents. As a result of consultations with parents, staff and parents now meet more frequently to discuss children's progress.

Setting details

Unique reference number	EY300294
Local authority	Waltham Forest
Inspection number	977591
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	45
Number of children on roll	11
Name of provider	Marian Mission For the Poor
Date of previous inspection	23 January 2014
Telephone number	07940143545

Marian Mission Educational and Family Support Centre registered in 2005. It operates from three rooms in a community centre, in the London Borough of Waltham Forest. It is open each weekday from 8.30am to 6pm during term time, and 9am to 6pm during school holidays. The afterschool provision is open each weekday, from 7.30am to 8.20am for the breakfast club and 3.30pm to 6pm for the after-school club. There are seven members of staff, five of whom hold appropriate early years qualifications. The manager has Qualified Teacher Status. The provider also uses regular volunteers.

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