

# Shining Futures

Threshold Centre, 1 Ada Place, London, E2 9BA



<b>Inspection date</b>	19 October 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Not all staff have a sufficient understanding of the setting's safeguarding procedures or are able to identify possible indicators of abuse. This compromises children's welfare.
- Staff do not make effective use of observations to assess children's progress. Assessments are weak and provide insufficient information for staff to be able to plan for children's individual learning needs. They also provide insufficient information for managers to monitor the progress of individuals or groups of children.
- Staff do not provide activities and resources that meet the developmental needs of the children or provide sufficient challenge for them. This does not support children's learning.
- Staff supervision and the monitoring of staff practice are ineffective. Although goals for professional development are agreed, the quality of teaching remains weak and they have a poor understanding of the learning and development requirements. Staff are, therefore, unable to promote children's progress in all areas.
- Staff fail to prepare meals in a clean, organised and hygienic environment to protect the health of children.

### It has the following strengths

- Staff establish caring and affectionate relationships with the children. This helps children to feel happy, secure and settled.
- Staff develop trusting relationships with parents. They provide a warm welcome for parents and respect their wishes.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure staff understand the safeguarding policy and procedures and can identify the signs of possible abuse and neglect</li> </ul>	25/10/2015
<ul style="list-style-type: none"> <li>■ provide activities and resources that meet children's needs and provide them with sufficient challenge</li> </ul>	25/10/2015
<ul style="list-style-type: none"> <li>■ improve the effectiveness of staff supervision to ensure that monitoring of staff practice is used effectively to improve teaching skills</li> </ul>	25/10/2105
<ul style="list-style-type: none"> <li>■ make effective observations to assess and monitor children's level of achievement and use the information gained to plan and provide learning experiences to meet each child's next steps in learning</li> </ul>	25/10/2015
<ul style="list-style-type: none"> <li>■ prepare meals in clean and hygienic conditions to safeguard children's health.</li> </ul>	25/10/2015

### Inspection activities

- The inspector observed interactions between the staff and the children indoors and outside, and checked the premises and resources.
- The inspector checked a sample of required documentation.
- The inspection was carried out as a result of a risk assessment process following concerns.
- The inspector spoke to parents, staff, children and the management team at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the provider.

### Inspector

Caroline Preston

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The provider has been working with outside agencies to evaluate and improve the quality of the provision but this has been ineffective. There are several breaches of the requirements of the Early Years Foundation Stage. Monitoring of staff practice is ineffective. The provider holds supervision meetings with staff and records show agreed goals for improvement and training to develop professional practice. However, staff practice remains poor and these measures have not helped staff to offer children better care and education. Staff assessments of children's progress are ineffective and this makes it difficult for managers to monitor the progress of individual children and groups of children to identify any trends in gaps in their learning. Safeguarding is not effective. Staff do not fully understand the setting's safeguarding policy and procedures, and do not all know the possible indicators that a child may be at risk of harm. Staff carry out risk assessments which help to identify any possible hazards to children. This helps to keep children safe. The provider implements appropriate recruitment procedures, ensuring that staff are suitable to work with children. All necessary records are kept.

### **Quality of teaching, learning and assessment is inadequate**

Staff do not have high expectations of children and do not adequately prepare them for school. Staff have weak teaching skills. For example, they fail to question and challenge children during play. Staff complete observations and assessments but these are weak and do not provide sufficient information for staff to plan for the next steps in children's learning. Planning is weak and the lack of resources and challenging activities prevent children from making real progress in their learning. Staff have a poor knowledge of the areas of learning that help younger babies and toddlers to achieve more.

### **Personal development, behaviour and welfare are inadequate**

Staff do not prepare food sufficiently hygienically. This puts children at risk. Nonetheless, children are offered adequately healthy meals, which help their early understanding of healthy lifestyles. The environment is warm and provides appropriate facilities for children. There is a suitable key-person system that helps children to form close attachments to staff and feel happy and secure. Staff teach children ground rules, which help young children begin to understand boundaries for their behaviour. Staff encourage children to play safely, for example, when playing outside and riding wheeled toys. They use some resources to promote diversity and also celebrate festivals. This helps children to learn appropriately about the wider world. Staff are adequate role models who are kind and considerate towards the children. They help children learn to respect each other, to share and take turns. Children learn some skills that help them to be independent.

### **Outcomes for children are inadequate**

Staff are not clear about children's progress and what their next steps in development are. Children's individual learning needs are not met and they are not prepared well enough for the move to school.

## Setting details

<b>Unique reference number</b>	EY479900
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	1029746
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Shining Futures Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07967566629

Shining Futures registered in 2014. It is situated in Bethnal Green in the London Borough of Tower Hamlets. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The provider is in receipt of funding for free early education sessions for children aged two years old. The provider employs 10 members of staff; of whom, six are qualified to at least level 2.

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.

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