

# Sahan Pre-School And Day Nursery

12 Stukeley Road, London, E7 9QZ



## Inspection date

24 May 2016

Previous inspection date

Not applicable

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

- The provider does not ensure that all adults working with children undertake the required suitability checks, which puts children at risk. This is also a breach of the Childcare Register.
- The provider does not ensure that the designated lead person for safeguarding has sufficient training to fulfil the role adequately. Staff do not understand the safeguarding policy and do not have clear up-to-date knowledge of how to deal with a concern about a child's welfare. This is also a breach of the Childcare Register.
- Staff fail to manage children's behaviour adequately. This has a negative effect on children's welfare, safety and learning. This is also a breach of the Childcare Register.
- Outcomes for children are inadequate. The manager does not use staff supervision effectively to monitor practice or raise the quality of teaching. Children do not have enough challenge or purposeful staff interaction to extend their learning experiences.
- Self-evaluation is poor. Weaknesses are not identified or tackled effectively enough.
- Staff do not always share information with parents about the early years foundation stage and their children's development to support their involvement effectively.

### It has the following strengths

- Staff have positive relationships with parents, which helps to support children's care.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

#### Due Date

- |   |            |
|---|------------|
| ■ obtain an enhanced Disclosure and Barring Service check in respect of any adult who works directly with the children, including volunteers  | 15/06/2016 |
| ■ ensure that the designated lead person for safeguarding attends appropriate training and gains the knowledge to provide appropriate support and guidance to staff on any specific safeguarding issue  | 15/06/2016 |
| ■ ensure that all staff have a good understanding of the signs and symptoms of harm, and that they know how to implement the policy and procedure to safeguard children, in line with the guidance of the relevant Local Safeguarding Children Board  | 15/06/2016 |
| ■ implement an effective behaviour management policy to support children's personal, social and emotional development, which includes how to help children manage their feelings; and ensure that all staff implement clear and consistent behaviour management strategies to support each child to understand what is acceptable behaviour | 15/06/2016 |
| ■ improve the effectiveness of staff supervision to rapidly tackle underperformance and improve the quality of teaching so that all children engage in, and benefit from, a good range of challenging learning experiences  | 15/06/2016 |
| ■ ensure each child is assigned a key person to ensure that every child's care is tailored to meet their individual needs; that the parents know who their child's key person is; and information is consistently shared to enable parents' involvement and contributions to their children's progress.                                     | 15/06/2016 |

**To meet the requirements of the early years foundation stage the provider must:**

**Due Date**

- |   |                   |
|---|-------------------|
| <ul style="list-style-type: none"> <li>■ ensure that arrangements to support children with special educational needs or disabilities are effective; ensure the special educational needs co-ordinator understands their role and is able to implement any support for the children effectively</li> </ul> | <p>15/06/2016</p> |
| <ul style="list-style-type: none"> <li>■ make accurate and precise assessments of children's learning and use the information gained to plan for the next stage in their development and meet their learning needs effectively.</li> </ul>  | <p>30/06/2016</p> |

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

- improve the effectiveness of self-evaluation to identify and address weaknesses more rapidly, to improve the quality of teaching and outcomes for all children
- improve communication with parents, with particular regard to informing them of how staff implement the early years foundation stage, and consistently share information to enable parents' involvement and contributions to their children's progress.

**Inspection activities**

- The inspector observed activities, indoors and outdoors.
- The inspector spoke with parents, children and staff at appropriate times during the inspection and took account of their views.
- The inspector held meetings with the manager. She carried out a joint observation with the manager.
- The inspector checked evidence of the suitability checks and qualifications of staff working with children and discussed the nursery's self-evaluation information.
- The inspector looked at relevant documentation, such as policies and procedures, children's assessment records and the planning documentation.

**Inspector**

Joanna Wilkinson

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider fails to meet all their legal responsibilities. There are inconsistencies in prioritising children's safety and welfare, particularly with regard to all staff following the safeguarding policy, and in the process of applying for Disclosure and Barring Service checks for volunteers. These weaknesses place children at risk. All staff understand their role to assess risks in the environment and ensure the premises are safe. For example, there are effective security systems to prevent unauthorised persons from accessing the nursery. Staff attend supervision meetings with the manager, but these are not successful in identifying inconsistencies in the quality of teaching. The manager has carried out an evaluation of the provision. However, weaknesses have not been identified sufficiently. As part of her commitment to improvement, the manager has recently contacted the local authority advisory team for support and guidance. As yet, this support has not brought about sufficient improvements in staff practice.

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

Staff do not have a secure knowledge of the differences in children's developmental levels for the age groups they work with. Staff do not make accurate assessments from their observations of children's learning and use the information to monitor whether children are making the progress they should. Activities do not offer sufficient challenge. Staff do not recognise the importance of extending children's learning and miss some learning opportunities. For example, during the inspection, children did not touch the ice during an activity, as there was no purposeful staff interaction to inspire them to explore. Staff do not fully understand how best to support the learning of children with special educational needs. Staff use group activities to welcome children and to encourage older children to develop their literacy skills. For example, they draw letters in the air as they make letter sounds.

### Personal development, behaviour and welfare are inadequate

Staff fail to use effective and consistent behaviour strategies. Children are left confused and unable to manage their feelings and do not understand how to behave. As more children arrive during the day, some children's behaviour further deteriorates and they become bored, restless and disruptive. This has a negative effect on all the children's learning and development. Staff form positive relationships with parents. They gather useful information from parents about their children's progress before they start. Parents say that staff are friendly and approachable. However, some parents were unaware that their children had a key person. They do not know about the early years foundation stage and are unable to help extend their children's learning at home.

### Outcomes for children are inadequate

Children do not make the progress that they should and are not prepared for school, although children have some opportunities to develop their literacy skills. Children lack understanding of acceptable behaviour, which disrupts learning opportunities for all the children. They lack motivation and do not develop positive attitudes to learning.

## Setting details

<b>Unique reference number</b>	EY486601
<b>Local authority</b>	Newham
<b>Inspection number</b>	1007499
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Sahan Preschool Day Nursery Limited
<b>Registered person unique reference number</b>	RP534380
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02037197002

Sahan Pre-School and Day Nursery registered in 2015. It is located in the London Borough of Newham. The nursery employs nine staff, of whom five hold a qualification at level 3 and above. The nursery is open Monday to Friday, all year, offering flexible sessions between 8am to 6pm. The nursery is funded to provide free early years education for children aged two, three and four years.

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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