

Poplar Play Centre Ltd

111 Poplar High Street, Poplar, London, E14 0AE



Inspection date

21 October 2016

Previous inspection date

20 November 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The current processes for supervising staff and offering consistent support are not vigorous. The manager has a limited understanding of how to recognise and address gaps in staff professional development to improve the overall quality of the provision.
- The manager and staff lack a clear understanding of the process to follow to escalate any safeguarding concerns should there be an allegation against them, which compromises children's safety and is a breach of the Childcare Register.
- Leaders have not embedded systems for monitoring children's progress. For example, although staff monitor the progress of individual children, this process is less successful for specific groups of children, to enhance learning opportunities from the outset.
- Self-evaluation is not effective. The manager and the staff do not focus sharply enough in improving all aspects of the provision, particularly to address gaps in requirements.
- Staff do not seize opportunities throughout the daily routines to extend children's learning and independence skills.

It has the following strengths

- The nursery is well resourced and there are plenty of stimulating and exciting activities. Children use resources confidently and are motivated to learn and join in.
- Children learn to play well together and they show good levels of behaviour, for example, staff regularly remind them of the 'golden rules' of the setting.
- Partnerships with parents are good; parents speak highly of the staff and the setting.

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:

	Due Date
<ul style="list-style-type: none"> implement effective processes for supervision, to ensure staff receive appropriate support, particularly to aid children's development and to address any training needs, to help improve overall practice 	07/11/2016
<ul style="list-style-type: none"> ensure leaders and staff have an up-to-date knowledge of safeguarding issues, including what action to take in the event of an allegation being made against a member of staff. 	07/11/2016

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

- strengthen processes for monitoring children's progress, in particular to get a clearer overview of progress relating to specific groups of children
- develop self-evaluation processes to help recognise strengths and areas for development, and continually improve
- explore all opportunities throughout the daily routines to enhance children's independence skills further.

Inspection activities

- The inspector observed staff interaction with children during a range of activities, indoors and outdoors.
- The inspector spoke with the manager, the deputy manager, staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector sampled a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Leaders and staff know how to identify and report any signs that may raise cause for concern about a child's welfare. However, there are gaps in their knowledge of how to escalate concerns regarding any allegations made against them or a staff member, to ensure children's safety fully. Leaders lack a clear awareness of their roles and responsibilities in supporting staff in their professional development, including how to monitor staff performance, such as through regular supervision, to help raise standards. Close partnership working with parents and other professionals supports children well, such as those who have special educational needs. However, self-evaluation of the provision is not consistent to help leaders to recognise areas for staff professional development and improve the overall quality of the provision.

Quality of teaching, learning and assessment requires improvement

Staff plan exciting activities and experiences overall. They generally use information from their assessments to identify children's learning needs. However, processes for monitoring the effectiveness of learning made by different groups of children are less effective, to enable staff to track their progress fully from their starting points. Staff teach early mathematics well. For example, they provide children with carefully planned activities to learn about size, number, length and counting. Parents contribute to the initial assessments of children's learning and development. They comment positively about how the staff keep them informed to enable them to extend learning at home.

Personal development, behaviour and welfare require improvement

Staff implement the key-person system effectively, which helps to support children and their families to feel a sense of belonging and settle in. Despite omissions in following the correct procedures for reporting allegations, staff supervise children and suitably meet their care needs. For example, children gain an understanding of managing risks, such as through activities that encourage them to climb, run and explore in the well-resourced spacious garden. Staff support children to learn about hygiene practices. For instance, children know to wash their hands before eating and after playing outside, and they learn about hygiene practices, such as to cover their mouths when they cough. However, staff miss opportunities to develop children's independence, particularly as they frequently carry out tasks for the children that they can do for themselves.

Outcomes for children require improvement

Children gain some basic skills in preparation for school. For example, older children develop their language, literacy and mathematical skills. Younger children learn to count, make marks and develop their communication. However, due to gaps in monitoring, children's progress towards meeting the early learning goals cannot be determined fully.

Setting details

Unique reference number	119605
Local authority	Tower Hamlets
Inspection number	1060860
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	32
Number of children on roll	46
Name of registered person	Poplar Play Centre Limited
Registered person unique reference number	RP519286
Date of previous inspection	20 November 2013
Telephone number	020 7515 1111

Poplar Play Centre Ltd registered in 2000. The setting is situated in Poplar, in the London Borough of Tower Hamlets. The nursery is open each weekday from 8am to 6pm; out of school care is offered from 3.30pm to 6pm, and holiday care from 8am to 6pm. The nursery employs 15 staff. Of these, 11 hold relevant early years qualifications, including two staff who hold degrees in childcare. The nursery also employs an administrator. The provider receives funding for the provision of 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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