

Wetherell Children's Centre

17 Iveagh Close, London, E9 7BW



Inspection date

13 March 2018

Previous inspection date

6 March 2014

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:

- Staff in the room for older children do not consistently provide clear, positive and effective messages to promote their good behaviour.
- The programme of staff training and development is not robust enough to make certain that all staff have suitable skills and experience to ensure the quality of teaching is consistently good.
- Information from assessments is not used effectively. This means some planned activities do not provide sufficient challenge or support children's next steps.
- The management team has not developed methods to effectively monitor the progress of different groups of children and promptly identify any gaps in their learning.
- On occasion, staff do not give children enough time to think and respond to questions or work out problems for themselves before offering them a solution.

It has the following strengths

- Children play with energy and enthusiasm, and are keen to join in activities. They show a strong sense of belonging as they explore and investigate the good range of age-appropriate resources.
- Children develop a strong bond and attachment with the staff and settle in well. They enjoy the outdoor play experiences and learn about the world around them.
- Children are encouraged to manage their own care needs. They wash their hands before snacks and after going to the toilet.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that staff who work with the older children use clear, positive and consistent ways to promote good behaviour 	13/04/2018
<ul style="list-style-type: none"> ■ provide support, coaching and training to ensure that all staff have suitable skills and experience, and that the quality of teaching is consistently good 	13/04/2018
<ul style="list-style-type: none"> ■ ensure staff use what they know of children's learning to plan suitably challenging activities, taking account of their interests and abilities, to support them to make good progress in their learning. 	13/04/2018

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

- ensure that there are effective methods to monitor the progress of different groups of children and promptly identify and respond to any gaps in their learning
- increase opportunities for children to work out how to do things for themselves and how to solve problems they encounter.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She sampled a range of documentation, including suitability checks; risk assessments, children's observations, assessment and planning records and documentation linked to managing children's progress.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the nursery manager.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. All staff are trained in child protection and know the procedure to follow should they suspect a child is at risk of harm. Appropriate recruitment procedures are in place to ensure all staff working with children are safe. The vast majority of staff hold a relevant childcare qualification and most hold up-to-date paediatric first-aid qualifications. The management team has set appropriate priorities for improvement and has made some progress following recent changes. However, the management team has not developed methods to effectively monitor and promptly target any identified gaps in the progress of different groups of children. Additionally, staff supervision is not focused on identifying their training needs to ensure teaching is good.

Quality of teaching, learning and assessment requires improvement

Staff make regular observations and complete assessments of children's learning and development. However, they are not using information gathered from this to plan appropriate target activities well enough to challenge and build further on what children already know and can do. However, staff do know the children well and offer positive interactions. Children develop their speaking skills as they talk to one another in their play. They develop their sensory skills as they explore a variety of creative and natural materials with interest. Staff encourage and support children's communication skills and language skills. For example, staff sing songs and read books with children, and successfully interweave sounds and letters, while asking questions to encourage children's engagement.

Personal development, behaviour and welfare require improvement

Staff do not provide older children with consistent messages to promote their good behaviour. However, children make friends easily and are keen to carry out small tasks, such as giving out plates at lunchtime and tidying away resources. Children enjoy the outdoors. They show good physical skills as they manoeuvre scooters and cars around obstacles. Partnership working with parents is good overall. Effective methods of communication keep parents well informed of their children's day and the progress made. Parents speak highly of the kind, caring and committed staff.

Outcomes for children require improvement

Gaps in the monitoring of staff practice and the challenges set for children result in some children not yet making good or better progress. However, children display good independence as they manage their personal care. Most children are developing skills to help them to be ready for school. For example, they are imaginative, creative and follow their ideas. They are motivated and keen to take part in activities.

Setting details

Unique reference number	EY428907
Local authority	Hackney
Inspection number	1069082
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	0 - 4
Total number of places	80
Number of children on roll	110
Name of registered person	Barnardo's
Registered person unique reference number	RP518879
Date of previous inspection	6 March 2014
Telephone number	02085257090

Wetherell Children's Centre registered in 2011 and is operated by Barnardo's, a voluntary organisation. The centre employs 32 members of staff, including the manager. Of these, 27 hold relevant early years qualifications. The centre is open each weekday from 8am to 6pm, throughout the year, except for bank holidays. The centre is in receipt of funding to provide free early education for two-, three- and four-year-old children.

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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