

# Bright Horizons Heron Quays Day Nursery & Preschool



20 Landmark Building, Marsh Wall, London, E14 9AB

## Inspection date

15 May 2018

Previous inspection date

23 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
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

- Leadership is weak and the provider has failed to identify and address this. Ineffective staff supervision has resulted in inconsistent quality of teaching.
- Some staff do not supervise children well. They are not aware of how many children are present in the room and fail to meet children's needs.
- Leaders reinforce incorrect child protection procedures across the whole staff team. Staff do not have a good enough understanding of safeguarding matters.
- The recruitment and employment arrangements are not strong. Concerns about staff suitability have not been addressed in order to ensure all staff are suitable for their role.
- The key person arrangements are ineffective resulting in children's needs not being met, specifically in some of the baby and toddler rooms.
- There are significant weaknesses and inconsistencies in how staff plan for children's learning.
- Some staff fail to support children's communication and language skills and others are poor role models in relation to basic social interactions.

### It has the following strengths

- Staff in the 'school readiness room' have a good approach to teaching children the importance of their own background and cultures and those of others.

## 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:

	<b>Due Date</b>
■ use information gathered from vetting and recruitment processes to ensure staff are suitable to fulfil the requirement of their roles	18/06/2018
■ ensure all staff develop their understanding of wider safeguarding issues, including The Prevent duty	18/06/2018
■ ensure all staff understand the Local Safeguarding Children’s Board reporting procedures and how these work in conjunction with Bright Horizons safeguarding procedures	18/06/2018
■ ensure all staff understand the need to report inappropriate behaviour displayed by other members of staff, or any other person working with the children	18/06/2018
■ implement key person arrangements that are effective so that every child’s care is tailored to meet their individual needs and that trusting relationships are built with children and families	18/06/2018
■ ensure that all staff, including leaders and managers receive effective guidance, support and training to fulfil the requirements of their roles and to meet their professional responsibilities	18/06/2018
■ implement effective staff monitoring systems to ensure there is targeted intervention to tackle poor performance and practice issues	18/06/2018
■ improve deployment of staff to ensure all children’s safety and emotional well-being is central to the care offered	18/06/2018
■ keep an accurate record of the names of the children being cared for and their hours of attendance, so that staff know which children they are responsible for and in order to keep children safe.	18/06/2018

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure staff use observations of children to understand their level of progress, interests and learning styles, and to then shape their learning experiences for each child to help them make the progress</li> </ul>	27/07/2018
<ul style="list-style-type: none"> <li>■ ensure that all staff are respectful towards children in order to demonstrate positive interactions and teach children basic social skills</li> </ul>	27/07/2018
<ul style="list-style-type: none"> <li>■ ensure that all staff support children’s communication and language skills throughout the daily routine.</li> </ul>	27/07/2018

**Inspection activities**

- The inspection was conducted following Ofsted's risk assessment process.
- The inspectors observed children during activities, inside and out to assess the quality of teaching.
- The inspectors spoke to staff and held meetings with leaders and managers.
- The inspectors held discussions with children and parents to take account of their views.
- The inspectors looked at samples of observations, assessments and planning to assess children’s progress.
- The inspectors conducted a joint observation with the area manager.

**Inspectors**

Linda du Preez / Seema Parmar

## Inspection findings

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

Inadequate arrangements for the staff and manager's supervision have resulted in inconsistent teaching and poor practice across the nursery. Arrangements for safeguarding are not effective. Staff lack knowledge and understanding of some child protection procedures due to weak leadership and support. Although there are displays around the setting to provide guidance, staff do not follow them. They fail to identify and respond to inappropriate behaviour when displayed by other members of staff.

Recruitment arrangements are not robust as managers fail to follow up on information relating to background checks on staff. Attendance registers are not completed consistently so staff do not know how many children are in some of the rooms during the morning. This failure to meet basic requirements compromises children's safety, such as, in the event of an emergency. Some parents state that their children are making progress and are aware of how staff support their learning. However, some staff fail to engage with other parents to establish how they can best support their child in settling in at the nursery. Leaders have not identified these inconsistencies in order to address them and ensure that each child receives the support they need. Self-evaluation systems are not well embedded nor effectively monitored to drive improvement in the weakest areas of the provision.

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

The quality of teaching is extremely variable and inadequate in some rooms. There is a lack of management oversight of the educational programmes so inconsistencies are apparent across the age groups. For example, some staff know children well and plan for their learning and others do not. There are times when activities become dull and children lose interest. Staff working with older children talk to children to encourage them to share their thoughts and ideas. However, some staff working with toddlers do not effectively support children's communication and language. They carry out routines with no discussions or engagement with children. At times, they miss key opportunities to extend children's thinking and communication skills. Although some staff sit near children, they do not engage with them. As a result, some children wander or run around the room with no purpose.

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

The provider has failed to ensure that there are effective key person arrangements in place and that staff supervise all children to keep them safe. Children's personal, emotional and social development is compromised. There are times when the adults caring for babies do not know the children's names. Temporary staff take responsibility for attempting to pacify babies who are unsettled and upset. This results in babies not being able to settle in their care, as the adults are unfamiliar to them. Staff working with toddlers fail to build trusting relationships with some children as they offer false reassurances. For example, they state that they have contacted their parents and that they will be collected soon, when this is not the case. Older children are friendly and confident. However, some staff, working with younger children are poor role models and

do not demonstrate positive social skills. For example, they do not recognise the importance of appropriate handling when transferring children from one area to another. In addition, they fail to sensitively communicate with children who are not yet settled into the setting between routine changes. The disregard for children's emotional wellbeing, at times, results in a negative atmosphere in which children do not settle or feel secure.

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

Outcomes for some children are significantly affected by the inconsistent quality of teaching. Older children are enthusiastic learners, who enjoy choosing from the range of resources on offer and share their ideas and thoughts positively. However, this is in stark contrast to times when other younger children are bored and disengaged due to the lack of support from staff. There are times in baby and toddler rooms when children become very upset and distressed. The noise volumes become so loud it is difficult for anyone to hear or communicate. The failure to support children's needs not only affects the children who are upset but also the other children around them. Sometimes staff fail to respond appropriately and on some occasions blatantly ignore children who are upset. This inadequate practice limits children's progress and development.

## Setting details

<b>Unique reference number</b>	EY496360
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	1135196
<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>	0 - 4
<b>Total number of places</b>	165
<b>Number of children on roll</b>	160
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	23 November 2016
<b>Telephone number</b>	020 33060758

Bright Horizons Heron Quays Day Nursery & Preschool registered in 2015. The nursery is situated in Canary Wharf in the London Borough of Tower Hamlets. The nursery opens Monday to Friday from 7.30am to 6.30pm 51 weeks of the year. The nursery receives funding for free early education for children aged two, three and four years old. A total of 53 staff work with the children, of whom 37 hold relevant professional qualifications ranging from level 2 to level 6.

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