

# Marian Mission Educational & Family Support Centre

1 Colchester Road, London, E10 6HA



## Inspection date

12 June 2018

Previous inspection date

25 November 2015

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 do not always accurately record children's hours of attendance, as required.
- On occasion, staff are not deployed effectively enough to give children the support they need when they feel to supervise children and support their individual needs, to help ensure that children feel insecure or and unsettled .
- Some activities are not matched well enough to children's age and stage of development. They do not engage them or build on their learning.
- Staff do not always assess children's progress accurately enough and leaders do not compare the progress made by different groups of children. Children do not always make the progress of which they are capable.
- Leaders do not implement robust systems for identifying weaknesses in the provision.

### **It has the following strengths**

- Staff provide parents with regular feedback about children's daily experiences.
- Staff support children's understanding of living a healthy lifestyle. They work with parents to meet children's differing dietary needs and preferences well, and they provide a range of opportunities for children to learn outside.
- Leaders understand the need to work with other professionals and know the importance of supporting children's transitions to school, to provide consistency in their care.

## 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>
■ ensure that children's hours of attendance at the setting are consistently and accurately recorded	26/06/2018
■ improve systems for deploying staff to ensure that staff can respond promptly to children's individual needs	26/06/2018
■ ensure that activities are well matched to children's interests and stage of development.	26/06/2018

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

- compare the progress made by different groups of children to more quickly identify and address any differences in their rates of progress
- improve systems for self-evaluation to help target areas for improvement and raise the quality of the service provided.

### Inspection activities

- The inspector observed staff's teaching practice and children's learning experiences, indoors and outdoors.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at a sample of children's learning records, staff's observations and planning, and a range of policies and documentation, such as the setting's safeguarding procedures and evidence of the suitability checks of staff.

**Inspector**  
Shana Laffy

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. All staff have a secure understanding of what to do should they have a child protection concern and whom to contact for support. Leaders implement effective procedures to monitor the ongoing suitability of staff to help keep children safe. Staff do not make sure that children's hours of attendance are consistently recorded. However, the setting has very few children attending and staff have a secure knowledge of the times that children are present. The manager plans some opportunities for ongoing professional development. For example, staff attend regular training sessions on a variety of topics. Staff report that they feel valued and are supported by the leadership team. Leaders have not identified weaknesses, including how staff are deployed to support children's emotional wellbeing.

### **Quality of teaching, learning and assessment requires improvement**

Staff make some reflections on children's learning. However, they are not clear enough about the progress children are making. Their assessments are not always precise enough and, as a result, activities are not always tailored closely to children's learning needs. Children show they are keen to join in sensory activities. For example, they excitedly wait their turn mixing different ingredients together to make modelling dough and are able to confidently describe how the mixture changes when they add water. However, sometimes children lose interest in planned group activities as these are not matched well enough to their stage of learning. Staff develop older children's understanding of early mathematical concepts well. For example, they help children transfer water between containers and talk about capacity.

### **Personal development, behaviour and welfare require improvement**

Children are encouraged to be independent and try things for themselves. For example, they help organise daily tasks and routines. Children behave well and form friendships. Overall, children develop good relationships with staff, who help them to gain a sense of belonging at the centre. However, on occasion, staff are not deployed well enough and are slow to respond to children's individual need for reassurance if they are upset. Generally, the environment is safe and staff use appropriate risk assessment systems to minimise potential hazards to children. Children have access to a range of age-appropriate resources, inside and outside, and can make choices in their play. For example, children enjoy using dinosaur figures outside to engage in pretend play.

### **Outcomes for children require improvement**

Older children develop strong early reading skills and are able to link letters to corresponding sounds. Younger children enjoy using construction materials to build towers. Children show some good physical abilities and are confident to share their ideas. However, not all children make consistent progress in their learning due to weaknesses in teaching and assessment.

## Setting details

<b>Unique reference number</b>	EY300294
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1129224
<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, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Marian Mission For the Poor
<b>Registered person unique reference number</b>	RP521898
<b>Date of previous inspection</b>	25 November 2015
<b>Telephone number</b>	07940143545

Marian Mission Educational and Family Support Centre registered in 2005. It is open each weekday from 8.30am until 8.30pm during school term time, and from 9am until 6pm during school holidays. A breakfast club is open each weekday from 7.30am until 8.20am, and an after-school club opens from 3.30pm until 8.30pm. A total of six staff work in the setting, including the owner/manager. All but one hold relevant childcare qualifications. The owner/manager holds qualified teacher status.

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