

<b>Inspection date</b>	11 October 2018
Previous inspection date	21 May 2018

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

### The provision is inadequate

- Safeguarding is not effective. The provider fails to initiate robust vetting and recruitment procedures to make sure all staff are suitably qualified and experienced to work with children. The provider fails to ensure there is always a suitably qualified manager to deputise. This means that inexperienced staff are left to manage and have no access to vital documentation to support children's welfare.
- The provider fails to provide supervision for staff. This has an impact on the quality of care and learning opportunities for children. Staff deployment is not always effective as ratios are not consistently met. Children's welfare is not prioritised as staff are called into work even when they are unwell. Children do not develop secure emotional attachments as the key-person arrangements are ineffective.
- The provider does not follow their own safeguarding policies effectively, including procedures for the use of mobile phones. There is poor attention given to sharing information with agencies who safeguard children. Risk assessments do not promote children's welfare as the premises are not always secure and activities provided for children are not always safe.
- Children who are showing signs of developmental delay do not receive timely interventions to help them make progress. In addition, the assessment of children's progress is poor. Therefore, staff do not have an accurate overview of where children are in their learning and what help they need to progress.
- Parents are not well informed about their children's progress or how to support their learning at home. They are not encouraged to share information about their children when they first start at nursery to help them settle.
- The provider is in breach of specific Childcare Register requirements in relation to care of the older children. She fails to record their attendance accurately, and risk assessments for school collections and contingency arrangements for when children cannot be collected are not robust. This does not effectively safeguard these children.

### It has the following strengths

- Children enjoy nutritious snacks and meals which support their health and well-being.

## 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
ensure safeguarding policies and procedures are implemented effectively. This is with specific reference to the use of mobile phones in the setting	05/11/2018
ensure there are robust procedures to log pre-existing injuries and to share information with appropriate agencies when necessary	05/11/2018
ensure that recruitment and vetting procedures are robust, to ensure accurate information is recorded regarding staff qualifications, and identity checks and vetting processes have been completed	05/11/2018
ensure appropriate arrangements are in place for the supervision of staff who have contact with children and families	05/11/2018
ensure there is a named deputy who is capable and qualified to take charge in the manager's absence	05/11/2018
ensure each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents	05/11/2018
ensure staffing arrangements meet the needs of all children and ensure their safety. In particular ensure minimum staff ratios are met at all times for the different ages of children in attendance	05/11/2018
ensure the good health of children is prioritised and necessary steps are taken to prevent the spread of infection. This specifically refers to staff who are working with children when they are ill	05/11/2018
ensure that all reasonable steps are taken to ensure staff and children are not exposed to risks. This refers to the security of the premises and to the risk assessments of activities offered to young children	05/11/2018
ensure that effective arrangements are in place to support children who have special educational needs and/or disabilities (SEN)	05/11/2018

ensure a written record of any complaints and their outcome is maintained. Providers must investigate written complaints relating to the early years foundation stage requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted or the relevant childminder agency on request.	05/11/2018
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**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure accurate assessments are in place to monitor children's progress and develop a targeted plan when there are emerging concerns, to support children's future learning and development and involve parents and other relevant professionals	05/11/2018
ensure staff work with parents to find out what children know and can do already when they first start at nursery, and use this information along with observations of learning to plan for what children need to progress	05/11/2018
ensure effective arrangements are in place with other childcare providers or with parents for occasions on which the registered person is not able to provide childcare	05/11/2018
ensure an accurate daily record is maintained for older children who attend after school. This must include their names and their hours of attendance	05/11/2018
ensure all necessary measures are taken to minimise any risks to the health or safety of the children. This specifically refers to having robust risk assessment for the collection of older children from school.	05/11/2018

**Inspection activities**

- The inspection was conducted following Ofsted's risk assessment process.
- The inspectors observed children and the quality of teaching throughout the nursery and in the outside play area.
- The inspectors held conversations with the provider, staff and children throughout the inspection.
- The inspectors talked with parents and took account of their views.
- The inspectors sampled documentation, including staff files, safeguarding procedures and the systems that are used to monitor children's progress.
- A joint observation was conducted with the provider.

**Inspectors**

Siobhan O'Callaghan

Belai Shaheen

## Inspection findings

### Effectiveness of leadership and management is inadequate

The provider continues to breach requirements of registration for both the early years foundation stage and the compulsory Childcare Register. There is little evidence to demonstrate a capacity to improve. This is because the provider has not initiated improvements to their own policies and procedures following recent enforcement action. The impact is that children's safety and welfare are not consistently prioritised. Children are not safeguarded as the provider fails to share information with relevant safeguarding agencies. The continued use of mobile phones in children's rooms demonstrates that safe practices are not understood or implemented. Recruitment and vetting procedures are not effective. The provider does not consistently take up references for staff and she fails to check their qualifications carefully to make sure they are relevant. The impact is that children, and in particular babies, are not consistently cared for by qualified staff. The provider does not ensure there is always a qualified person to manage the setting in her absence. When absent, the office is locked and this means there is no access to information in an emergency. The monitoring of teaching and learning is not effective. Younger children are given unsafe sensory play experiences as staff do not risk assess the resources. Babies and toddlers were observed exploring hard butter beans and pieces of polystyrene which staff had not considered to be potential choking hazards. Some children were observed putting items into their mouths. Staff's poor knowledge and understanding of how children learn and develop mean children are not kept safe. Risks to older children are not fully considered. This is because their attendance is not accurately recorded to reflect the time they are collected from school. The provider has not considered the risks associated with using transport to collect children and there are no contingency arrangements in place when the provider is unable to collect them from school.

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

The quality of teaching is poor. Staff working with younger children focus on managing routines rather than engaging in purposeful play. Staff in the baby room spend most of their time trying to comfort babies who are upset and unsettled. Although older children generally play well, they make do with what is offered to them. Staff do not use observations effectively to support children to make good progress. Planned activities are not focused and purposeful. For example, staff make fishing rods for older children with twigs and wool, yet there is no actual engagement with the children making these or discussions about what these are to be used for. Children eventually run around the garden waving the twigs, which then becomes a safety concern. Children receive general interaction from staff while they play but this is more of a supervisory role. Although staff carry out general observations and assessments of children's learning, these are not accurate or used effectively to support progress. Children who have SEN and/or disabilities do not receive appropriate intervention. This is because staff do not maintain effective links with professionals to ensure that effective strategies and targets are set to support progress. Parents on the whole speak positively of the friendly staff team. However, parents express that they are not given key information regularly to inform them of their children's individual learning or how to extend their children's learning at home.

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

Children are not supported to develop secure emotional attachments. This is because the key-person arrangements are not effective. Babies were observed crying for long periods, with some wandering around looking lost. Discussions with parents demonstrate they do not all know who their child's key person is. This lack of partnership working is detrimental to children's well-being. Transitions for older children moving from one room to another are also poorly managed. Children were observed sobbing and requesting to go back to their previous room. This is because there is insufficient time spent on introducing them to their new environment. Staff are not vigilant in keeping children safe. The main entrance door to the nursery was observed to be left open on two separate occasions. The assumption is that parents will close the door. However, this is not safe practice and is open to human error.

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

Children do not make adequate progress in their learning and development given their starting points. Not all babies are learning to communicate as they have dummies in their mouths throughout the day. Children who are observed to be able, do not receive appropriate challenges as staff do not assess their development accurately. This means that their targets are set low and therefore, their progress is stifled. Overall, children do not gain sufficient skills to help prepare them for moving on to school. Older children show an awareness of developing self-help skills, such as putting on their coats and shoes.

## Setting details

<b>Unique reference number</b>	EY497107
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10081181
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Pepe & Friends Ltd
<b>Registered person unique reference number</b>	RP905096
<b>Date of previous inspection</b>	21 May 2018
<b>Telephone number</b>	07557958080

Pepe & Friends registered in 2016. The nursery opens each weekday from 8am to 6pm, all year round. It receives funding to provide free early education for children aged two, three and four years. The setting employs 15 members of staff to work directly with the children. Of these, one staff member holds a level 5 childcare qualification, four staff members hold early years childcare qualifications at level 3, and three staff are qualified at level 2. The provider also employs three staff with degree qualifications, although these are not childcare focused.

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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