

Pepe & Friends

16 Skylines Village, Limeharbour, LONDON E14 9TS



Inspection date	20 March 2019
Previous inspection date	11 October 2018

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Inadequate	4 4
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

This provision is inadequate

- The provider has not made enough progress since the last inspection. She continues to lack knowledge and understanding of the requirements of registration. The provider does not ensure the deputy manager has the skills and experience to fulfil the duties of their role. This results in the continuous, significant number of breaches in the welfare, learning and development requirements.
- Vetting and recruitment processes are weak because the provider has not completed them fully. Staff do not have a clear understanding of wider safeguarding issues. This compromises children's welfare and safety.
- Staff supervision arrangements are weak. This has an impact on the quality of care, teaching and learning.
- Teaching is poor. The systems for assessing children's progress and learning are not well embedded. The management does not deploy staff well to support children, including those with special educational needs (SEN) and/or those who speak English as an additional language, who are left wandering and not engaged. Staff miss key chances during daily routines and activities to promote children's communication and language skills.
- The key-person system is not effective to ensure every child's care and learning are tailored to meet their individual needs. Not all parents know who their child's key person is.
- Babies and toddlers do not have daily opportunities for outdoor play.

It has the following strengths

- Children enjoy playing with their friends and show a warm regard to the provider.

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 all staff develop knowledge and understanding of the wider safeguarding issues including female genital mutilation and the 'Prevent' duty guidance	24/04/2019
ensure vetting and recruitment procedures are robust to ensure the suitability of staff	24/04/2019
ensure staff, including leaders and managers, undertake appropriate training and professional development opportunities, to offer learning and development experiences for children to help them progress continually	24/04/2019
ensure staff receive the monitoring, coaching and support they need to be competent to carry out their roles and responsibilities	24/04/2019
ensure the deputy manager is capable and qualified to take charge in the absence of the manager	24/04/2019
assign each child a key person to support children to settle, become familiar with the setting and build relationships with parents	24/04/2019
ensure staff support children who speak English as an additional language and children with SEN so that they make the best possible progress	24/04/2019
make sure staffing arrangements are effective, meet the needs of all children and ensure staff adequately supervise children, to keep them safe and engaged in learning	24/04/2019
ensure all children, including babies and toddlers, have daily opportunities for fresh air and exercise.	24/04/2019

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

	Due date
ensure staff use their observations and assessments of children's development to plan effectively for their next steps in learning	24/05/2019
ensure staff give children opportunities both to speak and listen, including children who speak English as an additional language, so they can participate fully	24/05/2019

embed systems for sharing information with parents about children so that there is continuous provision for learning at home and in the setting.	24/05/2019
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Inspection activities

- The inspection was conducted following Ofsted's risk assessment process.
- The inspectors spoke to parents and took into account their views.
- The inspectors spoke to staff and held meetings with the senior management team.
- The inspectors looked at observations, assessments and planning of children's learning and progress.
- The inspectors reviewed documentation, including evidence of staff suitability.
- One of the inspectors conducted a joint observation with the manager.

Inspectors

Seema Parmar
Sam Colderwood

Inspection findings

Effectiveness of leadership and management is inadequate

The provider's continuous failure to improve her lack of knowledge and understanding of registration requirements ultimately results in significant weaknesses in the quality of provision. This also affects the provider's ability to monitor the quality of provision effectively. The provider undermines the manager and other staff, disregards up-to-date and current practice in line with the early years foundation stage requirements, and fails to follow guidance from the local authority. One-to-one support, coaching and monitoring for staff are extremely weak. Some staff do not receive supervision at all. Those staff who do, do not receive any targeted intervention required to help bring about improvements, to support children's learning and progress. This is particularly significant, as some staff have not received the training identified for them. They are unable to support children with SEN and those who speak English as an additional language to develop in line with their peers. The provider fails to ensure that the deputy manager is suitable and capable to carry out their role and act up in the absence of the manager. Safeguarding is ineffective. The provider has not completed full suitability checks for staff. For example, there are gaps in employment history and she has not followed up references. Staff understand the reporting procedures to follow should they have any welfare concerns about children. However, not all staff are aware of wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation. Parents report their children are happy at the setting and they like the 'family feel'.

Quality of teaching, learning and assessment is inadequate

The quality of teaching remains significantly weak. In both the baby/toddler and the pre-school rooms, poor staff deployment means that children do not receive the support they need. Staff adopt a hovering position which results in children not having opportunities to develop purposeful and meaningful communication with staff relating to their chosen area of play or activity. The provider works in the pre-school room where she leads a number of large-group activities, such as circle time. However, she is not alert to the needs of all children. This means that not all children have the chance to take part. Throughout the nursery, children with SEN and/or those who speak English as an additional language do not receive the support they need and often wander around without adequate staff interaction. Staff attempt to read stories to children in large groups during mealtimes. However, this leaves little opportunity to fully engage and support children's ability to respond and extend their thinking skills. Staff do not use their observations to inform assessments or plan for individual children's next steps in their learning. Assessments of what children can do are inaccurate. For example, the provider has assessed children's development in their home language, rather than in English, as required. As a result, staff do not plan appropriate activities and opportunities for children to develop their speech and language skills. Some parents report they receive daily general feedback about their children. However, not all parents are involved or informed about their children's learning and progress.

Personal development, behaviour and welfare are inadequate

The key-person system is ineffective. Parents and staff are unable to share important information relating to children's personal care and learning needs. In addition, staff do

not use information already held prior to children moving rooms to support and promote children's continuity of care and learning. The provider acts as the key person to most of the pre-school children. As a result, she is unable to give the time and attention to support children's emotional well-being and for them to progress effectively, particularly those with additional needs. Children in the baby and toddler room do not have daily opportunities for fresh air and exercise. This does not promote positive health and well-being. Children enjoy a wide range of freshly cooked, nutritious meals that help them to try new foods and to learn about other cultures. However, younger children do not learn about how to keep themselves, and others, safe. For example, staff do not notice when toddlers walk around with baby wipes and apple in their mouths. They do not supervise children adequately to notice when toddlers throw toys and ride the tricycle into their friends.

Outcomes for children are inadequate

The inconsistent quality of teaching significantly affects children's learning and development. Staff do not plan activities effectively or take into account children's starting points and abilities. In the baby/toddler room, young children develop physical skills by riding tricycles and building with large bricks. However, they are often playing independently, or not engaged in activities at all. Children who are not developing, or those who are developing beyond their expected range of development, do not make the progress they should.

Setting details

Unique reference number	EY497107
Local authority	Tower Hamlets
Inspection number	10084334
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 9
Total number of places	50
Number of children on roll	60
Name of registered person	Pepe & Friends Ltd
Registered person unique reference number	RP905096
Date of previous inspection	11 October 2018
Telephone number	07557958080

Pepe & Friends registered in 2016. The nursery opens each weekday from 8am to 6pm, all year round. The setting employs 13 members of staff to work directly with the children. Of these, one staff member holds a childcare qualification at level 5, eight staff members hold an early years childcare qualification at level 3, two staff are qualified at level 2 and two are unqualified.

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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