

Chingford House School

22 Marlborough Road, London E4 9AL



Inspection date	15 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of 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 is a provision that requires improvement

- The provider and new manager have developed a useful action plan that identifies targets for improvement. This has been shared with parents and has been positively accepted by the staff team. However, this is not fully embedded to ensure rapid improvement.
- Staff are not always deployed to ensure children's individual needs are met and to keep them fully engaged. This is especially the case in the outdoor play area.
- Staff do not accurately assess children's development to help them recognise gaps in learning and identify when further support and interventions are needed for children.

It has the following strengths

- Parents make positive comments about the care provided by staff. They say they feel involved in their children's learning. They appreciate new activities, such as the forest school trips, and enjoy contributing to special events at the nursery.
- Staff support children effectively to learn how to manage their emotions and feelings. Children behave well and are encouraged to respect their friends and share with one another.
- Staff fully engage children in developing their imagination during role play. Children are animated and expressive when using props and singing as they act out the animals from their favourite story.

What the setting needs to do to improve further

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

	Due date
improve staff deployment, particularly in the outdoor area, to meet each child's individual care and learning needs more effectively	29/04/2019
ensure staff make precise assessments of what children know and can do and identify accurate next steps in their learning.	29/04/2019

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

- ensure that self-evaluation is effective and that identified actions are addressed in a timely manner.

Inspection activities

- The inspector observed the quality of teaching and support for children's learning indoors and outdoors.
- The inspector carried out two observations with the manager to assess how well leaders monitor the quality of teaching and risk assessments.
- The inspector held a meeting with the provider and manager to discuss aspects of their leadership and how they support staff.
- The inspector looked at a sample of documents, including children's records, staff supervision records and staff training certificates.
- The inspector talked to parents and staff during the inspection and took their views into account.

Inspector
Catherine Greene

Inspection findings

Effectiveness of leadership and management requires improvement

Newly implemented systems to monitor and support staff practice are not embedded. As a result, the quality of teaching and learning across the nursery varies. An action plan to target areas for improvement is in place but it is too early to measure the impact. Safeguarding is effective. Staff have completed paediatric first-aid training and improved their knowledge of safeguarding. The provider ensures that adults are suitable to work with children. Induction and ongoing training enables staff to know the procedures to follow if they have any safeguarding concerns. Risk assessment procedures have been improved to support the management of a safe environment for children. For example, additional measures have been implemented to secure fire safety equipment and loose floorboards.

Quality of teaching, learning and assessment requires improvement

Assessment procedures are not rigorous. Staff do not routinely know what children need to do next to support their learning and help them make strong progress. Leaders and managers do not ensure that all staff are able to assess children's abilities and interests accurately to inform their planning. They make use of opportunities in children's play to extend their language skills and promote their early understanding of mathematics. For example, younger children are curious and enjoy the texture of sand as they weigh, measure and pour it into the indoor sandpit. Staff engage positively with older children and ask questions to encourage their thinking. For example, they encourage children to count how many more pieces they will need for a construction. They help develop children's understanding of how connections support the structure when building a train track.

Personal development, behaviour and welfare require improvement

Staff do not routinely plan or use the environment effectively to provide consistency in the care children receive. They do not communicate well enough, particularly during outdoor play. Overall, children show confidence when deciding where they want to play. They cheerfully greet familiar staff and visitors. They are beginning to learn to take turns and share resources. In the baby room, staff use the space resourcefully to encourage babies to move around and develop their physical skills. Staff use mealtimes for children to develop an understanding of healthy lifestyles and social skills.

Outcomes for children require improvement

Overall, children make steady progress from their starting points and develop good social skills. However, weaknesses in staff deployment and the quality of teaching do not ensure that children make good progress. Children's physical skills develop well as they enjoy regular access to the garden. Older children listen attentively to staff when managing the stairs and climbing on the outside equipment. They gain some of the skills they need to be ready for the move to school. Children are increasing their independence and are confident to talk about what interests them most.

Setting details

Unique reference number	EY552668
Local authority	London Borough of Waltham Forest
Inspection number	10087160
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	68
Number of children on roll	0
Name of registered person	Akhtar, Zarkar Khatoon
Registered person unique reference number	RP552667
Date of previous inspection	Not applicable
Telephone number	02085272902

Chingford House School registered in 2018 under new organisation. It is situated in Chingford, in the London Borough of Waltham Forest. The setting is open each weekday, from 8am to 6pm, for 48 weeks of the year. The provider employs 18 members of staff, most of whom hold appropriate early years qualifications. This includes one member of staff who holds qualified teacher status. The provider is in receipt of free early years education to children aged three- and four-years-old.

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