

Calvary Poplar Preschool

Calvary Charismatic Baptist Church, 119 East India Dock Road, London
E14 6DE



Inspection date	8 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider does not monitor the quality of provision. Self-evaluation is ineffective and does not identify key areas of weak practice. As a result, they are not meeting several requirements of their registration.
- Vetting and recruitment procedures are not robust. The provider does not ensure all staff working with children are suitable. This compromises children's welfare.
- The key-person system is not effective. Consequently, children who are new to the setting do not receive adequate support to meet their emotional needs.
- Teaching is inconsistent. Some children are not sufficiently engaged in learning to support their progress. Some staff do not use observations of children to plan for their next steps in learning. As a result, the more able children are not challenged to develop as much as they could.
- Children's health is not effectively promoted. For example, staff do not work well enough with parents and children to promote healthy eating.
- Staff supervision is ineffective. Appropriate arrangements are not in place to monitor the manager's performance. The manager does not identify weaker aspects of staff practice to ensure all children receive care and learning experiences that continually improve.

It has the following strengths

- Staff plan a well-organised environment for children to access.
- Parents describe staff as 'warm'. They enjoy using the lending library provided by the nursery to share books with their children at home.

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
implement robust vetting and recruitment procedures to ensure the suitability of staff	28/06/2019
ensure appropriate supervision arrangements are in place to monitor the effectiveness of the manager's ability to identify and drive areas to improve	28/06/2019
improve supervision arrangements in order to identify areas of staff development so they offer quality experiences for children and their practice continually improves	28/06/2019
ensure each child is assigned a key person to help children become familiar with them and form settled relationships	28/06/2019
ensure staff make effective use of observations and assessments to plan children's next steps in learning.	28/06/2019

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

- work in partnership with parents and children to promote healthy eating.

Inspection activities

- The inspector spoke to parents and took into account their views.
- The inspector spoke to staff, conducted a joint observation with the manager and held a meeting with senior managers.
- The inspector looked at observations, assessments and planning of children's learning and progress.
- The inspector reviewed documentation, including that relating to staff suitability.
- The inspector observed activities indoors and in the outside play area.

Inspector
Seema Parmar

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider does not ensure the suitability of all staff. For example, some staff have transferred from other settings the provider has links with, without the necessary recruitment processes being carried out. Employment gaps are not accounted for and, in some cases, references are not sought from the last employer. The lack of robust suitability checks for staff working with children compromises children's welfare and safety. Staff demonstrate their understanding of safeguarding and the reporting procedures to follow should concerns arise. Risk assessments are in place and ensure children access the environment safely. Coaching and monitoring of staff are weak. The provider does not use supervision effectively to identify, address and target weaker areas of practice. Monitoring is ineffective because the provider fails to identify the weaknesses in the teaching to make sure all children make the progress they should. This results in inconsistent teaching practices and some staff not fulfilling their roles and responsibilities adequately or effectively.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff do not use their observations effectively enough to plan for children's next steps in learning. Staff provide activities such as play dough, where children experience and explore textures. Children develop their physical skills as they squeeze and roll the dough. However, some staff do not engage or extend learning as children play. This results in some children losing interest in their chosen activity and wandering around without purpose. Staff work with other agencies and professionals to develop their practice in supporting children with special educational needs and/or disabilities. For example, staff use 'in and out' visual cards to promote children's communication and language development. Children who speak English as an additional language and those who are bilingual are supported well by staff. Staff use children's home languages alongside English to promote their communication skills. Parents report that staff share information about their child's care and learning.

Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding practice compromise children's overall welfare and well-being. The provider has systems in place to support children who are new to the setting. For example, staff carry out home visits, for parents who want them, prior to their child starting. However, the provider does not ensure the key-person arrangements meet the needs of new and settling children. As a result, children do not develop secure bonds with their key person. For example, upset children are passed from one staff member to the next, which does not soothe them. Additionally, some staff offer false reassurances to children, telling them that they will call their parents when they do not. The provider has signed up to an early years healthy eating programme and children enjoy fresh air and exercise as part of their daily routines. However, staff do not do enough to work with children and parents to promote healthy eating. This compromises children's current and future health and well-being. Children generally behave well, take turns and share with their friends.

Outcomes for children require improvement

Children do not make the best possible progress they could because the quality of teaching is inconsistent. Although children access a well-planned and resourceful environment, some staff focus on non-related childcare tasks. This results in some children not being engaged purposefully in play and learning. Staff provide children with opportunities to develop their communication and language skills. For example, children enjoy singing nursery rhymes such as 'Old MacDonald had a farm' and choosing which animals to sing about. However, assessments of children are not used effectively to progress children to the next stage of development.

Setting details

Unique reference number	EY537349
Local authority	Tower Hamlets
Inspection number	10080121
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	60
Name of registered person	Calvary Poplar Preschool Ltd
Registered person unique reference number	RP537348
Date of previous inspection	Not applicable
Telephone number	020 7515 6765

Calvary Poplar Preschool registered in 2016 and is situated in Poplar, in the London Borough of Tower Hamlets. The pre-school offers sessional care from 8.30am to 3pm, during term time only. The pre-school receives funding for free early education for children aged two, three and four years. A total of seven staff work with the children, all of whom hold relevant professional qualifications ranging from level 2 to level 5.

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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