

# Inspection of Pepe & Friends

16 Skylines Village, Limeharbour, LONDON E14 9TS

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Inspection date:

3 September 2019

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Inadequate

## What is it like to attend this early years setting?

### The provision is inadequate

The provider continues to fail to understand and meet requirements of registration. This affects the provider's ability to make appropriate and sustained improvements. Furthermore, this impacts on the overall quality of care and education for children. The provider is not clear of her responsibilities to keep children safe. For example, staff do not know how to put babies to sleep safely. Unsafe areas of the premises are not made inaccessible to children. This places them at risk of harm.

Staff supervision continues to be ineffective. Poor staff practice is not tackled swiftly enough. The quality of learning experiences and interactions from staff is variable. For example, in pre-school, staff plan appropriately for children's learning. Children are happy, settled and enjoy many positive experiences, to develop the skills they need for school. However, in the baby and toddler room, staff interaction with younger children is poor. Children are not provided with stimulating and age-appropriate play experiences. Some children are not engaged in activities. As a result, they wander around with little to do. Furthermore, children do not learn a range of skills to prepare them well enough for the next stage in their learning.

Babies show that they feel secure with their familiar adults. However, staff do not help younger children effectively, including those who speak English as an additional language and those with speech delay, to develop their communication skills. Some staff do not have the skills to help children learn to share, take turns and learn right from wrong when they get into little disputes.

### What does the early years setting do well and what does it need to do better?

- The provider is unable to drive improvement and meet the statutory requirements of the early years foundation stage. Many of the breaches of requirements found at this inspection have been raised before by inspectors. This means that there continues to be significant weaknesses in the quality of provision.
- The provider is unable to monitor the quality of provision effectively. One-to-one support, coaching and monitoring for staff are ineffective. She has not prioritised training for staff to support them in delivering rich learning experiences for children. Some staff working with the youngest children do not have the skills or experience to support the children successfully. Although the provider is aware of some weak practice, she does not take effective action to address this.
- The lack of monitoring, training and support for staff has also resulted in unsafe practice. For example, staff do not know how to put babies to sleep safely. Very young babies are placed on their front in their cots with their faces on the mattress and their heads touching the top of the cot. Some staff are not aware of how to manage safe sleep time for babies. This puts babies at risk of harm.

- In the toddler room, some staff give false reassurances to children who are settling into nursery, as they tell them that their parents are coming soon. However, this is not accurate and does not help to build trusting relationships.
- Staff do not always follow basic hygiene practices. For example, babies share the same bed linen, as staff do not change the sheets each time the cots are used. This puts babies at risk of cross-infection.
- Some staff do not handle children carefully and with respect. For example, they pick babies up from behind without warning when they want to change their nappies or feed them. Furthermore, staff do not take time to speak to babies at their level. This is poor childcare practice. Younger children are not learning right from wrong, as some staff are not skilled in managing children's behaviour. This means that poor behaviour is often ignored. This does not support children to develop positive relationships with one another.
- The quality of teaching and planning for some children's learning is not consistent and at times is poor. Younger children are not given appropriate time to develop their vocabulary and take turns to speak during conversations. This is because some staff direct questions at children and do not wait for their response. This does not support all children, including those with speech and language delay, to develop the skills they need for future learning.
- Staff do not use effective ways to engage younger children who speak English as an additional language. Although staff provide children with emotional support to help them settle, they lack the awareness of how to use children's home languages alongside English to promote their communication.
- Progress checks for children aged two to three years are not completed in line with statutory requirements. This means children who are not developing within their expected range of development, are not getting the support needed to progress.
- Parents express that they are satisfied with the care and learning opportunities their children receive. Parents of older children feel informed about their children's progress as they have access to the nursery electronic learning system.
- Older children, including those who speak English as an additional language, are developing positive communications skills. Bilingual staff are able to communicate with children to support them to engage. Older children are confident to express themselves and demonstrate that they are developing early reading and writing skills.
- Older children enjoy outdoor play experiences. They enjoy energetic ball games as they develop control and coordination of their bodies. Children are able to follow instructions and understand how to keep safe when they are outside. Staff teach them safety rules such as 'stop, look and listen' before crossing the road.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff are not aware of risks to help keep children safe. As a result, children are not

protected from hazards. For example, the kitchen is left unattended with hot food in saucepans, which are accessible where children play close by. Staff only take action to remove the risk when an inspector alerts them to this. Not all staff have a clear understanding of safeguarding matters, such as the 'Prevent' duty. Although the provider has organised online training for staff, she does not monitor the completion of this. This means that gaps in their learning are not tackled promptly.

## What does the setting need to do to improve?

**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 that all staff develop their knowledge and understanding of wider safeguarding issues, including the 'Prevent' duty guidance	07/10/2019
ensure staff receive the monitoring, coaching and support they need to be competent to carry out their roles and responsibilities. In particular, how to settle young babies to sleep safely and to manage children's behaviour effectively	07/10/2019
ensure that staff, including leaders and managers, undertake appropriate training and professional development opportunities to help children progress continually	07/10/2019
ensure the good health of the children is prioritised and necessary steps are taken to prevent the spread of infection. This is in relation to babies sharing same bedding	07/10/2019
ensure that you take all reasonable steps to ensure children are not exposed to risks. This specifically refers to children's ability to access the kitchen when there is hot food	07/10/2019

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
help staff working with the younger children to develop effective strategies to support children who speak English as an additional language and children with speech delay	04/10/2019
ensure staff working with the youngest children use their observations and assessments of children's development to plan effectively for their next steps in learning	04/10/2019
help all staff to gain a better understanding of how to support children's language and communication skills. This includes allowing children enough time to think and respond to one question before moving on to the next	04/10/2019
ensure when a child is aged between two and three years, there is a review of their progress, and parents and/or carers are provided with a short written summary of their child's development in the prime areas.	04/10/2019

## Setting details

<b>Unique reference number</b>	EY497107
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10102359
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Pepe & Friends Ltd
<b>Registered person unique reference number</b>	RP905096
<b>Telephone number</b>	07557958080
<b>Date of previous inspection</b>	20 March 2019

## Information about this early years setting

Pepe & Friends registered in 2016. The nursery opens each weekday from 8am to 6pm, all year round. It employs 13 members of staff to work directly with the children. Of these, one holds a childcare qualification at level 6, and the majority hold appropriate qualifications at levels 4, 3, and 2.

## Information about this inspection

### Inspectors

Siobhan O'Callaghan  
Seema Parmar

## Inspection activities

- The lead inspector completed a 'learning walk' with the manager, who is also the provider. This was to observe all areas of the nursery in order to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the lead inspector and the provider.
- The inspectors carried out observations of children and staff both indoors and outdoors.
- The inspectors held discussions with staff, children and parents at appropriate times during the inspection.
- The inspectors looked at a sample of the nursery's documents. This included evidence of staff suitability and training.
- The inspectors engaged in discussions with the provider and her HR support officer throughout the inspection.

We carried out this inspection 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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