

# Inspection of Central Park Day Care Nursery

Elim Pentecostal Church, Central Park Road, London E6 3DL

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Inspection date: 29 October 2019

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is inadequate**

Leadership and management of the nursery are inadequate. There are significant weaknesses in monitoring of staff, therefore, children's quality of learning and care are significantly compromised. Key persons assigned to children do not know the children well. They are not aware of the different languages children speak and do not implement effective systems to help support children. This results in some children not being supported as well as possible to feel secure, and not developing safe bonds with others. It also results in staff being unable to support children's learning effectively. Weaknesses in teaching across the nursery result in children taking part in activities which lack purpose and challenge. For example, during a group activity, children's focus is quickly lost as the activity is not stimulating and engaging, and does not capture the children's interests. Staff do not interact with children effectively to help motivate them to learn. They do not use observations to assess and plan enjoyable and interesting experiences for children to entice them to learn and help them progress. However, children listen to staff and follow simple instructions, such as information about routines. Staff praise children when they listen. Children behave well.

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

- The provider does not ensure that leadership guidance is constantly available to give enough support and time to staff to lead and manage the provision. As a result, leaders and managers lack the capacity to sustain improvements. Staff do not benefit from coaching and support to help improve the quality of their teaching. This is because the manager is not monitoring their teaching practice effectively, which results in significant weaknesses.
- The staff team is new, and is trying to address the learning environment. However, it is not yet a stable and secure environment for children's care or learning. The provider is aware there are concerns regarding staff interaction with children, which does not support children's learning needs. He is looking at how best to help them improve.
- Children are assigned a key person, but they do not know the children well enough. For example, they do not always know information about children's home language. Systems to help staff support children learning English as an additional language are not in place. This means all children do not benefit from individualised care and learning to meet their needs.
- While some information is obtained from parents about their children's interests and prior learning, this is not always seen or used by staff to inform an initial assessment of children's development. Staff report that their assessments of children's progress are not up to date and therefore not accurate. Hence, activities lack purpose and challenge to support children's continued progression and development.

- Children listen, follow simple instructions and behave well. However, they are not motivated to join in activities such as singing, playing in the garden, joining in each other's play and developing their social skills. Older children are not supported well to learn. They are not well prepared for school and the future.
- Partnership with other early years settings that children also attend is not yet in place to help ensure continuity in their learning. Although staff escort children to their other setting daily, they do not seek or share information about the children to help them support the children better in the nursery.
- All new staff have an induction when they first start. They are supported through training to help them understand safeguarding. Staff know what to do to promote children's safety if they are concerned about their welfare.
- Children are supported to develop healthy routines, such as washing hands before they eat, and to develop healthy eating habits. Staff do not use opportunities to encourage children to do more for themselves, for example, to put on their coat and wash their own hands, to help them develop their independence.

## Safeguarding

The arrangements for safeguarding are effective.

Staff clearly understand what they must do to protect children from abuse and neglect. There are secure safeguarding policies and procedures in place, which staff are supported to understand during their induction. They know what to do if they have a concern about a child's welfare. Staff are aware of the signs that may suggest children's safety may be at risk. Robust recruitment procedures ensure the suitability of staff. Risk assessments eliminate and minimise potential hazards to children. Well-considered plans, which staff understand, are in place to evacuate the premises in the event of an emergency.

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

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

	<b>Due date</b>
provide stronger support for staff to help sustain improvements and improve the quality of teaching	26/11/2019
provide a system of support for staff to help them develop better interaction with children and promote children's learning needs	26/11/2019

ensure the key-person system is more effective in helping to provide better support for children who are learning English as an additional language	26/11/2019
improve assessment, planning and the education curriculum for children to provide them with more challenges so they make better progress	26/11/2019
provide more opportunities and interesting experiences to help motivate and engage older children to learn and prepare them for school and the future	26/11/2019
develop strong partnerships with other early years settings that children also attend to ensure continuity in care and learning.	26/11/2019

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

- support children to take on more everyday tasks for themselves and develop stronger independence.

## Setting details

<b>Unique reference number</b>	EY553964
<b>Local authority</b>	Newham
<b>Inspection number</b>	10128342
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Central Park Day Care Nursery Limited
<b>Registered person unique reference number</b>	RP553963
<b>Telephone number</b>	07507644658
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Central Park Day Care Nursery registered in 2017. It is located in the hall of Elim Pentecostal Church, East Ham, in the London Borough of Newham. The setting provides full day care and operates Monday to Friday from 8am until 6pm all year round. The manager holds a level 6 qualification, four staff hold level 3 qualifications and two, including the provider, are unqualified.

## Information about this inspection

### Inspector

Marvet Gayle

### Inspection activities

- The deputy manager completed a learning walk with the inspector, explaining how staff throughout the nursery organise and support children's learning.
- The inspector held a meeting with the provider and observed staff practice throughout the nursery. She also spoke with staff, children and parents at appropriate times during the inspection.
- The inspector sampled a range of documents during the inspection, including staff suitability checks and qualifications.
- The inspector and the deputy manager completed a joint observation and evaluated staff teaching practice.

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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