

Inspection of Chingford House School

22 Marlborough Road, London E4 9AL

Inspection date: 4 August 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy the time they spend at the setting. Staff provide a warm and welcoming environment where children feel safe and secure. Children settle well and form bonds with adults and their peers. They behave well, use good manners and are respectful to others and the environment. Children benefit from regular access to the outdoor play area, which has been reorganised since the previous inspection to ensure the safety of children.

The quality of education is variable at times. Staff provide children with enjoyable activities that are based on their interests. For example, younger children enjoy singing, learn new words and take turns as they play. However, some staff ask children questions that are not age appropriate. As a result, children are not able to understand and they become confused and are not able to reply.

Children develop their physical skills, such as when they use large climbing equipment and push-along cars. They learn how to grow plants and look after them. For example, children know that plants need water and they enjoy watering them. Children who learn English as an additional language benefit from opportunities to use English, as well as their home language, in their play and learning. For example, they sing songs in English and listen to songs in their home language, showing excitement when staff join in with them. This helps to promote inclusivity and children's sense of belonging. Older children gain the skills needed for their move on to school. For example, they are able to sit and concentrate on the task they are given, enthusiastically work together and express their thoughts and ideas.

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

- Staff reinforce children's good behaviour through positive role modelling and by giving them praise. Children understand the importance of using good manners and confidently use 'please' and 'thank you' when asking for something they would like. They confidently play alongside adults and positively cooperate with their peers during group activities. These skills help children to be ready for their move on to school.
- Children, particularly those who are older, are confident communicators and staff actively encourage them to share their thoughts and ideas. However, there are occasions during the teaching of early literacy when some staff introduce concepts that can be confusing for the children.
- Overall, staff know their key children well. They use this knowledge to plan a range of interesting opportunities that cover all areas of learning. However, the inconsistencies in the implementation of the curriculum mean that children do not make the best possible progress.

- Children enjoy freshly prepared meals, which support their good health. Leaders have established procedures to eliminate any potential cross-contamination. However, some staff do not consistently follow established hygiene routines. For example, they do not always ensure that children wash their hands before having their food. In addition, staff do not take into account the latest guidance to help children develop safe and healthy sleep routines. For example, occasionally, children sleep for long periods of time in their buggies, in a vertical position.
- Leaders have a clear vision of what they want to achieve. They have worked hard to make improvements since the previous inspection and have addressed previous actions and recommendations. For example, leaders have employed more experienced and qualified staff, and all staff now have access to training to improve their knowledge of various aspects of the early years foundation stage. Leaders recognise that it will take time to fully embed these improvements.
- The manager holds regular individual staff and whole-team meetings to check children's progress and provide ongoing support for staff. However, these are not fully effective. The manager has not identified some of the weaknesses that were identified during the inspection in order to help staff address them. For example, staff who are involved in preparing and handling food do not have appropriate training in food hygiene. In addition, some staff do not maintain an accurate daily record of children's attendance to maintain their safety.
- Parents know their children's key person and report that staff are friendly and have regular communication with them.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of their roles and responsibilities in protecting children who may be at risk of harm. They know the correct procedure to follow if they were concerned about child's safety and welfare. The provider has an appropriate system in place to ensure that those working with children are safe. Staff regularly review risks and ensure that children are safe at the setting and while on outings. Children learn about risks and help staff to complete a risk assessment before they go and play in the garden. For instance, two 'helpers of the day' go outside with staff and look for any dangers and hazards.

What does the setting need to do to improve?

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

	Due date
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ensure that all staff involved in preparing and handling food receive appropriate training in food hygiene	03/09/2021
make sure that staff regularly maintain an accurate daily record of the names of children being cared for on the premises and their hours of attendance.	03/09/2021

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

- take into account the latest guidance for safe sleeping to help children develop safe and healthy sleep routines
- support staff in implementing the curriculum for early literacy
- improve staff's individual supervision arrangements to ensure that they understand and follow the nursery's established policies and procedures and implement the curriculum consistently.

Setting details

Unique reference number	EY552668
Local authority	London Borough of Waltham Forest
Inspection number	10103710
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	68
Number of children on roll	40
Name of registered person	Akhtar, Zarkar Khatoon
Registered person unique reference number	RP552667
Telephone number	02085272902
Date of previous inspection	15 April 2019

Information about this early years setting

Chingford House School registered in 2018 under a new organisation. The setting is open each weekday from 8am to 6pm, for 48 weeks of the year. The provider employs 14 members of staff, most of whom hold relevant childcare qualifications at level 2 or above. The setting receives funding to provide early education for children aged three and four years.

Information about this inspection

Inspector

Nataliia Moroz

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was conducted following Ofsted's risk assessment process.
- The manager and the inspector completed a learning walk together, where the manager shared the implementation of their curriculum in each room.
- The inspector carried out a joint observation of an activity with the manager.
- Children and parents talked to the inspector about their experiences at the nursery.
- The inspector observed activities and assessed the impact of these on children's learning and their progress.
- A range of relevant documentation was viewed by the inspector, including suitability checks for adults working with children.

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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