

Inspection of Poplar Play Centre Ltd

111 Poplar High Street, Poplar, London E14 0AE

Inspection date:

14 September 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare needs are not adequately met. Some staff members in the baby and toddler room demonstrate a lack of enthusiasm in their interactions with the children. Furthermore, the procedure for settling new children does not support all children's emotional needs. As a result, some children cry for extended periods and staff cannot comfort them. However, children develop positive relationships with most of the staff, who are kind and friendly towards them.

Children make choices and lead their own play. For instance, older children enjoy imaginative role play together and toddlers like digging in the sand. Staff plan and deliver activities for children. However, these, generally, lack sufficient interest and challenge to engage children and extend their learning. Staff do not understand how to sequence children's learning to help them make the best progress. For example, staff introduce babies to writing equipment before they have developed adequate muscle control.

Children have an understanding of right and wrong and, generally, behave well. They show independence with personal skills and are positive about caring for themselves. For instance, older children concentrate and try hard as they put on their shoes. Children enjoy playing outdoors each day, which supports their physical health and well-being.

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

- The provider has previously received notice to improve systems for supervising the manager and staff. The actions they have taken are not effective and this remains a significant weakness. The manager lacks understanding of how to lead the provision and provide high-quality care and education. She does not receive adequate support from the provider to develop her knowledge and skills. This affects the potential for the setting to improve.
- The provider does not ensure that the manager and staff have a robust understanding of safeguarding issues. Although they have received training, there are gaps in their knowledge of how to deal with safeguarding concerns. Furthermore, the provider has not ensured that staff routinely renew their paediatric first-aid qualifications. Therefore, at times, there is not a suitably qualified adult on site to administer first aid. This compromises the safety of children.
- The key-person system is not effective. Children have a key person who gains information about them and liaises with their parents. However, staff do not use what they know about children to help them learn. Most staff have developed good relationships with their key children and meet their care needs well. However, in the baby and toddler room, some staff show little emotional warmth

in their interactions with children. For example, they feed children, wash their faces and put them to bed without speaking to them.

- The manager has some idea of what she wants children to learn. However, she and the provider have not created an ambitious curriculum to support the seven areas of learning. The provider has failed to address the poor quality of teaching. Therefore, children, including those with special educational needs and / or disabilities (SEND), children who speak English as an additional language and children receiving funding, do not learn and achieve as much as they could.
- Staff talk about how they will support children's communication skills, such as by singing songs and reading stories. In practice, this support is poor. For instance, during story times, staff do not ensure that all children can see and hear properly. They do not choose books that interest children or which extend their vocabularies and understanding of words. As a result, children frequently become bored and their attention wanders.
- Staff provide some guidance for children's behaviour. However, this is not consistently applied. For example, at story times staff tell children that they must sit down and listen. However, when some children stand up and shout out, this goes unchallenged. Therefore, children are often unsure about the rules and behavioural boundaries, which leads to a disorderly learning environment. Nonetheless, children are, generally, kind towards others.
- Parents are, generally, pleased with the provision. They say staff are friendly and their children are happy to attend. Parents of children with SEND comment that staff provide good support for children. Staff work in partnership with other professionals to support children's language development and to monitor their welfare.

Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding is not effective. The provider has not ensured that the manager and staff have a robust understanding of safeguarding procedures. The staff and manager have received safeguarding training. They know how to recognise the potential signs of abuse and understand some wider issues, such as the risks of radicalisation. Staff know what to do should they have concerns about a child's welfare. However, the manager, who is also the designated safeguarding lead, does not know how to handle all concerns effectively, to ensure that children are not put at greater risk of harm. The setting's safeguarding policies do not set out clear guidance for dealing with concerns about adults working with children. Therefore, the manager does not know the correct procedures to follow if there is an allegation about a staff member. Staff carry out daily checks to ensure the premises and equipment are safe for children.

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
improve systems for supervising staff, including the manager, to ensure senior managers have a clear understanding of practice and can provide effective support, coaching and training, relevant to staff's needs	29/10/2021
provide effective safeguarding training for the manager and staff, so that they know the correct procedures to follow if there is a concern about a child's welfare or an allegation is made about a member of staff	22/10/2021
ensure that safeguarding policies include clear procedures for dealing with allegations against adults working with children	22/10/2021
make certain that there are sufficient staff with a full and current paediatric first-aid qualification, so that a suitably qualified person is present at all times to administer first aid to children	22/10/2021
provide an effective key-person system, which ensures that all children receive high-quality care and education tailored to their individual needs.	22/10/2021

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

	Due date
raise the quality of teaching to ensure all staff offer each child sufficient challenge and fully support their language and communication skills consistently	29/10/2021

<p>ensure that there is an exciting and well-planned curriculum, which offers appropriate challenge and builds on what children know and can do, so that they make good progress.</p>	<p>29/10/2021</p>
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Setting details

Unique reference number	119605
Local authority	Tower Hamlets
Inspection number	10203970
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	32
Number of children on roll	38
Name of registered person	Poplar Play Centre Limited
Registered person unique reference number	RP519286
Telephone number	020 7515 1111
Date of previous inspection	20 October 2017

Information about this early years setting

Poplar Play Centre Ltd registered in 2000. The nursery is open each weekday from 8am to 6pm, all year round. The nursery employs 11 staff. All hold childcare qualifications at level 2 or level 3. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- This inspection was carried out as a result of a risk assessment, following information we received about this provider.
- The inspector completed a tour of the provision with the manager, to discuss how the curriculum is implemented and organised.
- The inspector observed the quality of education and staff practice and assessed the impact on children's learning and progress.
- The manager observed a planned with the inspector, to evaluate the quality of teaching and learning.
- The inspector spoke with staff, parents and children and took account of their views.
- A meeting was held between the manager and inspector, to discuss issues such as staffing, safeguarding and the evaluation of the setting.
- A sample of documentation was reviewed by the inspector, including staff suitability checks, paediatric first-aid certificates, safeguarding procedures and staff supervision records.

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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