

Inspection of Glory House Early Years Centre

Salvation Army Building, Hares Bank, New Addington, CROYDON CR0 0ET

Inspection date: 26 October 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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 health and welfare are compromised because leaders and managers do not ensure that all of the requirements for registration are met at all times. Additionally, not enough is done to ensure that staff receive the training and support they require to fulfil their role. This does not assure children's safety. Staff do not take prompt action to support children who have experienced a setback in their learning due to the COVID-19 pandemic. In particular, children with specific speech, language and communication needs do not receive the adequate support they need. This places children at a disadvantage.

Staff have low expectations for children's learning and development. Many of the activities on offer are mundane and lack imagination. Consequently, children are not adequately challenged or motivated in their learning. When children show some levels of happiness during play, staff interrupt this to complete routine activities, such as snack time. Children have opportunities for fresh air and exercise. They play outside, using ride-on toys that help to develop their physical skills. Children learn to behave appropriately. They are able to follow and listen to simple instructions, such as 'wash your hands before snack'.

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

- The provider does not make sufficient use of the self-evaluation process to identify and address weaknesses in practice. This includes ensuring that staff maintain an up-to-date knowledge of any changes to first-aid procedures. This breach in requirements means that children's health and welfare are compromised.
- The provider has inadequate knowledge and understanding of what must be notified to Ofsted. She has failed to inform Ofsted of changes to management, as required.
- Partnerships with parents are weak. Although staff give parents feedback on their children's progress, the feedback is sometimes inaccurate. This does not help parents to sufficiently support their children at home. Parents do not feel that they receive enough information about the activities and experiences provided for their children.
- The provider does not monitor staff's practice effectively. Staff, including those who have been appointed to a managerial role, do not benefit from effective support, coaching and training. As a result, they lack the skills and knowledge required to meet children's individual learning needs. For example, when staff engage with children, they use limited language and do not ask children skilful questions. This limits children's communication and language development.
- Staff do not observe and assess children's learning accurately. This hinders staff's ability to identify children's next steps in their education. In addition, staff

do not design and implement a curriculum that is suitably challenging and stimulating. For example, they fail to make planned activities, such as water and sand play, interesting and fun. Children, including those who are at risk of falling behind, do not make adequate progress from their starting points.

- Children see positive imagery of people and different languages in the setting. They have access to toys and resources that reflect the community they live in, such as books and small-world people. Children gain some understanding of similarities and differences between people.
- Staff do not give children the confidence to make their own choices. For example, on several occasions, staff interrupt children's play and tell them to explore other activities or to complete a daily routine. This does not promote children's independence as effectively as possible.
- Children are learning about some aspects of healthy lifestyles. For example, they learn to wash their hands before eating. Staff offer them fresh fruit and fresh drinking water throughout the day.
- Overall, staff welcome children warmly at nursery. They reassure and comfort children, such as when they are upset. Children hear polite words, such as please and thank you. Generally, children behave appropriately for their age.

Safeguarding

The arrangements for safeguarding are not effective.

Staff, including the provider, have a poor knowledge of wider safeguarding issues, particularly the 'Prevent' duty guidance. These weaknesses seriously compromise children's safety and welfare. However, they have some knowledge of how to report concerns to relevant agencies. The provider carries out suitable recruitment procedures to check staff suitability. Staff deployment is suitable. Staff supervise children during indoor and outdoor play and they check the premises to minimise 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
ensure at least one person holds a current paediatric first-aid certificate and is on the premises when children are present	13/12/2021

ensure all staff working with children gain a secure knowledge and understanding of wider safeguarding issues, particularly the 'Prevent' duty guidance for England and Wales 2015	13/12/2021
develop a secure knowledge and understanding of what must be notified to Ofsted, particularly changes to the management of the provision	13/12/2021
improve information sharing with parents and ensure they are sufficiently informed about the activities and experiences provided for their children	13/12/2021
improve staff support, coaching and training to improve their performance and teaching practice	13/12/2021
observe and assess children's learning accurately to identify children's next steps in their education	13/12/2021
plan and implement an ambitious curriculum to ensure children make progress across all areas of learning.	13/12/2021

Setting details

Unique reference number	EY471012
Local authority	Croydon
Inspection number	10144430
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	3 to 3
Total number of places	19
Number of children on roll	1
Name of registered person	Favor Company Ltd
Registered person unique reference number	RP902386
Telephone number	07535428951
Date of previous inspection	11 June 2014

Information about this early years setting

Glory House Early Years Centre registered in 2013 and is located in the London Borough of Croydon. The nursery is open from 7am to 6pm each weekday, all year round. There are three staff members; two hold early years professional status and one holds an early years qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- Meetings were held between the inspector, provider and manager.
- The inspector checked the required documentation, such as staff's paediatric first-aid certificates, safeguarding policies and evidence of suitability checks. She spoke with staff and engaged with children at appropriate times during the inspection.
- Parents gave their feedback to the inspector about the setting.
- The manager and the inspector completed a learning walk together and discussed how staff organise the curriculum for the 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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