

# Inspection of NRSRY LIMITED

Epainos Ministries New Testament Church Of God, Lichfield road, London E3 5AT

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Inspection date: 28 February 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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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

Children's well-being is at risk because staff have a poor understanding of safeguarding policy and procedures. Children receive inadequate learning opportunities to progress at this nursery. The curriculum is narrow and not sequenced to support learning. Children are not provided with a strong foundation for their development across the areas of learning. Therefore, this hinders children's future progress and preparation for their move on to school.

Children are generally happy and enjoy some activities that staff provide. However, these do not challenge them or sustain their interest. Children are generally well behaved and respond well to staff and each other. Staff do not have an intent for learning for the activities or resources they provide, other than to occupy the children. Children are not given opportunities to develop language and extend their vocabulary. Staff do not offer children back and forth, meaningful interactions. Nevertheless, they do talk to children respectfully and tenderly. Younger babies are not stimulated to develop as there is not an ambitious curriculum for them and there is no sequencing to help babies build their learning over time. However, staff enjoy spending time with the babies and are responsive to their care needs.

Although staff are kind and caring towards children, and settle them in well, the key-person system is not entirely effective. Staff do not know the children well enough to be able to describe how they plan for their next steps in learning. Parents are not well informed about what their child's future learning plans are, or involved with how they can support their child at home.

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

- The provider and leaders do not ensure that all staff have the skills and knowledge and a clear understanding of their roles and responsibilities. For example, unqualified new staff with no experience or skills are given key-person responsibilities. They are not able to identify each key child's learning needs and plan for their future progress. Some staff do not have basic childcare knowledge to understand how children grow and develop. Nevertheless, staff are responsive to children's care needs and are gentle and kind towards them.
- Leaders do not ensure that supervision arrangements offer staff opportunities to discuss their key children's development and well-being. For example, any gaps in children's learning are not shared with leaders so that plans can be put in place to take any concerns further.
- Staff do not consistently share with parents activities and experiences that they offer children and discuss the impact these have on children's learning. Staff do not encourage parents to continue what children are learning at the nursery at home. Some parents do not know who their child's key person is and have not

had any individual meetings with them. Parents comment on wanting to be able to come inside the nursery, now that COVID-19 rules have been removed. They want to see the environment that their child is being cared for in and engage more with all staff, rather than just with leaders at the door. However, parents speak highly of staff and are pleased with their children's happy attitude when they arrive at the nursery. They feel that their children are happy and settled at the nursery. Parents comment on the use of the parent app and say that staff keep them updated about their child's day.

- Staff fail to complete a progress check at age two. None of the children attending the setting have been assessed in the three prime areas. Therefore, any strengths and weaknesses in children's learning have not been reviewed and discussed with parents.
- Staff offer children nutritious meals and support them to enjoy a social experience. Children are encouraged to wash their hands before eating and their care needs are met well.
- The provider has evaluated and improved some areas of practice which help to support meeting children's care needs. For example, nappy changing areas have been rearranged in another room and not in the adult toilet. Sleeping arrangements have been improved so that children are not overcrowded in a small room, but now sleep in the larger hall.
- Staff fail to use different ways to help teach and support children as they play. For example, during activities, staff do not support children by either questioning, probing, challenging or exploring, and they do not provide a narrative for what children are doing. There is very little communication between staff and children to support children's learning. Staff are not assessing children's starting points and cannot describe their next steps in learning.
- Children enjoy outdoor play and are able to run, ride wheeled toys and explore nature, all of which supports their physical development.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff compromise children's safety and well-being. They do not understand the setting's safeguarding policies and procedures, and do not know who to report their concerns to outside of the nursery. Staff do not know how to respond appropriately to a child who may disclose any harm that they may be receiving. They do not know how to recognise children or adults who may be at risk of radicalisation or extreme views, or how to report this. Leaders are aware of safeguarding procedures and there is a designated safeguarding lead. However, they have not ensured that staff are knowledgeable of safeguarding procedures. Staff do not understand wider aspects of safeguarding or how to report an allegation against a member of staff. However, they complete appropriate risk assessments of the setting inside and outside so that there are no hazards or risks to children's safety.

## 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>
train all staff to understand the setting's safeguarding policy and procedures, and ensure all staff have up-to-date knowledge of safeguarding issues	31/03/2022
ensure all staff have appropriate qualifications, training, skills and knowledge, and a clear understanding of their roles and responsibilities	31/03/2022
ensure that supervision includes discussions about children's development and identifies solutions to support children	31/03/2022
implement the key-person role so that children's learning needs are tailored to meet their needs, and that parents know who their child's key person is and how they can contribute and support their child's learning and care	31/03/2022
inform parents of the type of activities and experiences offered to children and how parents can share learning at home	31/03/2022
review children's development between the ages of two and three years and provide parents with a short written summary of their child's development in the prime areas	31/03/2022
consider the individual needs, interests and development of children, and use this on entry and with ongoing information to plan an enjoyable and challenging experience in all areas of learning and development	31/03/2022

provide children with a language-rich environment and quality interactions to underpin all seven areas of learning and development.	31/03/2022
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## Setting details

<b>Unique reference number</b>	2645121
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10220679
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	40
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	NRSRY LIMITED
<b>Registered person unique reference number</b>	2645125
<b>Telephone number</b>	020 3488 5176
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

NRSRY LIMITED registered in 2021. It is situated in Mile End, in the London Borough of Tower Hamlets. The nursery is open each weekday all year round from 8am to 6pm. The provider employs 11 members of staff, seven of whom hold childcare qualifications at level 2 or above.

## Information about this inspection

### Inspector

Caroline Preston

## 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 setting and has taken that into account in their evaluation of the setting.
- The provider and the inspector carried out a joint observation to assess the quality of teaching.
- The inspector tracked children's progress and discussed this with the staff and the provider.
- The inspector took account of parents' views through discussion.
- The inspector observed activities and assessed the impact on children's learning and progress.
- The provider led the inspector on a learning walk and discussed what they want children to learn.

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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