

Inspection of Vernon Pre-School Playgroup

29 Vernon Road, Bow, London E3 5HQ

Inspection date: 9 December 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 do not flourish at this setting. The provider has failed to meet a number of requirements of the early years foundation stage. As a result, children's overall safety and learning are compromised.

Children do not experience an ambitious curriculum. Staff do not have high enough expectations for all children. They do not identify what children need to learn so that activities are planned to help them progress. Children's language and communication skills are not given sufficient priority. Children enjoy talking to staff. However, staff ask them excessive questions, with little time for them to think and respond. Children have few chances to develop their skills for future learning. For example, they have few opportunities to learn self-help skills, such as putting on their own coats.

Children's safety and well-being are not protected. Staff fail to recognise signs of when a child may be at risk of harm. They log concerns about children's welfare, but do not report them to the appropriate agencies in a timely manner.

During the COVID-19 pandemic, parents did not enter the setting. Consequently, the manager found alternative ways to make sure that staff can greet children and share daily feedback with parents. Children behave well and receive praise, such as 'well done', from staff throughout the session. Children are settled and are beginning to develop friendships with their peers. They seek staff out for comfort and reassurance when needed.

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

- The manager has not developed a curriculum that is designed to support children to continually build on what they know. This means that staff do not have a clear understanding of how to meet the individual learning needs of the children. Although staff plan a range of activities that children enjoy, such as water play, they do not direct children's play well enough to ensure their progress.
- Staff do not complete the required progress check for all children aged between two and three years. This means that staff are not able to identify what children know and can do. Crucially, they are unaware of any areas where children's progress is less than expected. As a result, children do not receive the required support to ensure they achieve.
- Children show an interest in the range of books. For example, at snack time, some children match their snack with fruits in books. However, children do not develop a love of reading or understand the purpose of books. This is because staff do not capture children's interest and read to them frequently.

- The manager is aware that not all children are keen to use the outdoor area. However, she has not identified an effective strategy to help all children benefit from outdoor learning. Children enjoy using the swings and expend their energy when they chase one another. However, outdoor play is not thoroughly planned to ensure that children gain the physical skills that they should.
- The manager does not monitor the practice well enough to identify key areas of improvement. Staff do not receive regular supervision to support their ongoing development. Staff attend some training, but this is not targeted to ensure they have the skills they need to support the specific needs of children.
- Parents speak highly of the setting and are happy with the services provided. However, systems to communicate effectively about their children's learning are not securely in place. Parents say that they are unaware of what their children are currently working towards to support learning at home.
- Staff genuinely care for children and build positive relationships with them. They liaise with external agencies to support children with special educational needs and/or disabilities. Staff support parents to find out how to seek further advice for their child should they need.

Safeguarding

The arrangements for safeguarding are not effective.

Staff lack knowledge of the signs that indicate a child may be at risk of harm. They do not recognise the urgency of the concerns shared with them and fail to report them appropriately. As a result, children's safety is not assured. Staff do not follow the safeguarding policy and procedures to keep children safe. Despite receiving training, staff are not clear about the procedures to follow in the event of an allegation. The manager ensures that all staff are appropriately vetted to ensure their suitability to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|--|------------|
| implement the safeguarding policy and procedures and promptly report concerns raised to appropriate professionals | 14/01/2022 |
| improve staff knowledge of their roles and responsibilities, including their understanding of safeguarding practices and how to keep children safe | 14/01/2022 |

| | |
|--|------------|
| complete the required progress check for all children aged between two and three years effectively, identifying their strengths and any areas where they may need extra help | 17/01/2022 |
| improve arrangements for staff supervision to provide support, coaching and training that promotes the interest of children and improves the quality of education | 17/01/2022 |
| ensure the curriculum planning and implementation is effective and ambitious so that children gain the knowledge and skills to become successful communicators and learners | 17/01/2022 |
| ensure staff have a good understanding of children's learning and development needs to be able to plan activities that build on what children already know and can do | 17/01/2022 |
| ensure that the manager has secure monitoring processes in place that identify children's strengths and those at risk of making poor progress | 17/01/2022 |
| ensure all children become skilful communicators, and support children to develop a love of books and understand how books can be used for information | 17/01/2022 |
| ensure a robust two-way flow of information with parents so that they are aware of children's next steps in learning and how to support progress at home. | 17/01/2022 |

Setting details

| | |
|--|---|
| Unique reference number | EY231123 |
| Local authority | Tower Hamlets |
| Inspection number | 10214229 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 3 |
| Total number of places | 36 |
| Number of children on roll | 22 |
| Name of registered person | Vernon Pre-School Playgroup Committee |
| Registered person unique reference number | RP520670 |
| Telephone number | 02089817516 |
| Date of previous inspection | 22 September 2016 |

Information about this early years setting

Vernon Pre-School Playgroup registered in 2002. The setting is situated in Bow, in the London Borough of Tower Hamlets. The pre-school is open from 8.45am to 11.45am and from 12.15pm to 3.15pm, Monday to Friday, during term time only. The pre-school employs two members of staff, both of whom hold appropriate qualifications in early years at level 3. The provider receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lindsey Foster

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a joint observation of an 'understanding the world' activity with the manager.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.

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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