

Inspection of Hanover Playschool at Priory Heights

Priory Heights, Wynford Road, London N1 9SG

Inspection date: 9 May 2022

Overall effectiveness	Inadequate
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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

The provider does not have an adequate understanding of some of the early years foundation stage requirements. This has an impact on their ability to monitor and support staff to ensure they are fulfilling their roles and responsibilities. Leaders do not have effective risk assessment processes in place to ensure children are kept safe. The inspector identified several hazards at the setting. These included fire exits not being kept clear, trip hazards both indoors and outdoors, and equipment that has not been maintained appropriately and is not clean. The deployment of staff to keep children safe is not always adequately maintained. For example, children have accidents, but these are not always seen by staff members. This means that children's safety and well-being are compromised at the nursery.

There are times during the day when staff do not have high enough expectations for children and do not understand their learning needs. Children have limited opportunities to make choices and explore their own ideas and interests. During focused activities, children become bored and restless because they are waiting too long and the activity does not challenge them. This does not encourage children to feel positive about their learning. However, when children do get a chance to lead their own play, they show imagination. For example, they pretend to buy ice creams and eat them, discussing what flavours they like. They work together and teach each other to push pedals on the bike.

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

- Some children are given opportunities to develop self-care skills such as washing their hands, putting on coats and shoes and tidying up. However younger and less-able children are not given opportunities to learn these skills. Staff often take on these tasks for children without explaining, encouraging and supporting children's learning. The impact is that children are not given enough opportunities to develop independence skills and are not being taught how to keep themselves safe.
- Children are generally happy at the setting. However, because the curriculum is not planned and implemented effectively, they lose interest and do not persevere. Staff are often busy with other tasks, such as tidying up, setting up for lunch or clearing away. The curriculum is not well sequenced, ambitious and challenging for the children. This means that children do not receive a high-quality learning experience across the seven areas of learning.
- Staff attend training to support their professional development. They have regular supervision sessions with leaders. However, these sessions do not identify and address all weakness in practice. This has an impact on the consistency of the quality of teaching and learning.
- Some children make relationships with one another. They play together with

large transport toys, pushing trucks along and pretending to be fire engines. Children enjoy running, jumping and playing games with one another in the outdoor area. They like to mix paints with their hands and see how the colours change. They comment on the texture of the paint, such as being 'sticky and gooey'.

- Staff have some idea of what they want children to learn. However, they do not plan effectively to support children's individual interests or learning needs. Staff focus more on the outcomes of activities, such as ensuring children produce a picture to take home. They do not give enough consideration to helping children to build on their skills and knowledge. Therefore, children do not make the progress they are capable of.
- Children speak a variety of languages. However, not all staff are aware what these are, and leaders have not identified or implemented strategies to support these children. This means that children, including those who may be disadvantaged and those who speak English as an additional language, are not making as good progress as they could be.
- Parents leave their children at the front door and do not currently access the setting due to the COVID-19 pandemic. They say that the staff are kind and caring, and they value the daily feedback they receive. However, parents comment that they are not aware of what their children are learning and what their next steps for learning are. They discuss that they would like more opportunities to contribute to their children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not put in place effective systems for safety and risk assessment to ensure children are kept safe. Children's attendance is not being recorded and monitored adequately by the setting, and staff are not being deployed effectively to ensure children are kept safe. Staff have knowledge of safeguarding and child protection issues. They know what to do if an allegation was made against them or a member of staff. Important safeguarding information is displayed for all staff to access easily.

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
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implement effective arrangements for the supervision of staff to provide support, coaching and training for the practitioners and promote the interests of children	06/06/2022
ensure that fire exits are kept clear and the area is accessible in the event of a fire	06/06/2022
ensure that children are not exposed to risks, particularly in the outdoor area	06/06/2022
ensure that staff are deployed effectively to keep children safe at all times	06/06/2022
ensure that the hours of attendance of all children are recorded accurately at all times	06/06/2022
improve knowledge and understanding of what must be notified to Ofsted.	06/06/2022

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

	Due date
provide challenging and enjoyable experiences for children, based on their individual interests and learning needs, to support their progress in all seven areas of learning	30/06/2022
ensure that children who speak English as an additional language are supported so they make good progress in their overall development	30/06/2022
develop partnerships with parents so they are involved in their children's learning	30/06/2022
improve transition times throughout the day to ensure there is not excessive waiting time for children.	30/06/2022

Setting details

Unique reference number	EY426616
Local authority	Islington
Inspection number	10221834
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	1 to 4
Total number of places	22
Number of children on roll	16
Name of registered person	Hanover Playschool Committee
Registered person unique reference number	RP521615
Telephone number	02077137366
Date of previous inspection	5 July 2019

Information about this early years setting

Hanover Playschool at Priory Heights registered in 2003. The nursery is based in Priory Green, in the London Borough of Islington. It is open between 9.15am and 3.15pm each weekday during school term times. The provider employs seven staff, most of whom hold appropriate early years qualifications. The manager is an early years teacher. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This is the first routine inspection the provider 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 provider.
- We carried out this inspection as a result of a risk assessment process, following information received about the provider.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The deputy manager carried out a joint observation of an activity with the inspector. They looked at how well staff teach and what they want children to learn.
- The inspector held discussions with the manager, the deputy manager and staff throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the nursery.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first-aid certificates and Disclosure and Barring Service checks.

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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