

Inspection of Glory House Early Years Centre

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

Inspection date: 12 September 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured at this nursery because of serious ongoing concerns with leadership and management. Leaders do not fully understand their role and responsibilities in ensuring children are kept safe and from harm.

Children do not make the best possible progress they are capable of. Staff do not successfully identify what they want children to learn next. This means they do not plan meaningful opportunities that challenge children's learning, helping to meet their individual needs. Children with special educational needs and/or disabilities (SEND) are expected to join in with some group activities, such as story time. However, these do not capture the mixed ages and abilities of children. Consequently, children quickly become disengaged and extremely upset.

Children are not well prepared for the next stages of their learning. This is because leaders and staff do not swiftly identify children who have gaps in their learning and development. Early intervention and targeted support are inadequate, particularly for those children with SEND.

Children are keenly welcomed by caring staff. Children settle quickly to activities they enjoy, such as playing with sand and water and, overall, they behave well. Parents welcome the support provided by staff to help to settle children at the beginning of term. This helps children to feel emotionally secure and safe. However, on other occasions young children become very upset because their needs are not consistently and carefully considered by a key person.

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

- Leaders have not taken sufficient action to improve since the last inspection. For example, not all actions are met, and the provider continues to breach requirements. In addition, further concerns have been identified during this inspection. The leader's capacity to improve is inadequate.
- Children's safety and welfare cannot be assured. This is because leaders do not check for updates with the Disclosure and Barring Service (DBS) when staff and volunteers first start, to ensure they are safe to work with children. Leaders do not ensure that there is always a trained paediatric first aider on site who can respond to an emergency quickly.
- Leaders do not have a strong understanding of the requirements set out in the 'Statutory framework for the early years foundation stage'. This means they continue to breach requirements and they do not successfully identify and tackle ongoing weaknesses.
- Leaders have not taken reasonable steps to provide staff with professional development opportunities to help them to improve their knowledge and skills.

- Staff continue to implement a poorly designed curriculum, and gaps in children's learning and development remain unchanged. This means children do not receive the best possible start to their education.
- Staff do not successfully identify those children who may require additional help from external agencies. Therefore, children do not receive the support they need to help them to make the best possible progress.
- The new manager acknowledges some weaknesses in practice and the provision. She has identified training to help to develop the teaching of the curriculum and to correctly assess children's learning. However, these weaknesses have not been addressed from concerns raised from previous inspections. There has been no improvement.
- During a learning walk the manager describes a curriculum for children and confidently explains the skills she wants children to learn. However, leaders do not swiftly support staff to understand their expectations for children's learning.
- Even though staff know children well, they do not recognise what they need to learn next. Consequently, planning does not capture children's interests or stages of development. Activities and experiences do not always meet children's learning needs.
- Learning that takes place is mostly incidental. Some opportunities available do support children's imagination, such as when they pretend to pour a cup of tea. Generally, children have some opportunities to develop their pencil control and strengthen small-hand muscles. However, these activities are quickly removed.
- Children do not have time to master new skills. Overall, the implementation and impact from experiences available to children is extremely limited. Therefore, children's attitude to learning remains poor.
- Overall, parents are happy with the care of their children. They say staff are friendly and tell them about their child's day. Furthermore, they say that their children are excited to join in and settle quickly at the beginning of term.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders cannot assure children's safety. This is because breaches in requirement have a significant impact on their safety and welfare. New staff have up-to-date knowledge of safeguarding issues. They recognise the importance of quickly responding if they have a concern a child is at risk of harm and abuse. Staff know they must raise their safeguarding concerns to the designated safeguarding lead. They confidently explain the external agencies they will report their concerns to if the designated safeguarding lead does not take their concerns seriously.

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
take steps for staff who have lead responsibilities to develop a suitable understanding of their roles and responsibilities and of the early years foundation requirements	24/10/2022
ensure that all adults working with children have their suitability checked	24/10/2022
ensure that there is at least one member of staff on the premises at all times with a current paediatric first-aid certificate	24/10/2022
ensure arrangements are in place to swiftly support children with SEND so that prompt action can be taken to help all children make the best possible progress	24/10/2022
ensure effective systems are in place to provide staff with support and training to help them to understand their roles and responsibilities	24/10/2022
put an effective key-person system in place so that the individual needs of children are consistently met.	24/10/2022

Setting details

Unique reference number	EY471012
Local authority	Croydon
Inspection number	10237998
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	2 to 3
Total number of places	19
Number of children on roll	4
Name of registered person	Favor Company Ltd
Registered person unique reference number	RP902386
Telephone number	07535428951
Date of previous inspection	28 March 2022

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 7.30am to 6pm, each weekday, all year round. There are three staff members, of whom one holds a level 6 childcare qualification, and one holds an early years qualification at level 3.

Information about this inspection

Inspector
Jane Morgan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during activities.

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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