

# Inspection of Spring Nursery

Hidayyah Trust, 260 Poplar High Street, London, Middlesex E14 0BB

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Inspection date:

7 September 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is inadequate

Children's safety is not assured. The manager and staff team do not fully understand their responsibility to keep children safe. They do not have a secure knowledge and understanding of safeguarding practice and procedures. Staff do not understand how to manage children's behaviour effectively, meaning children's emotional wellbeing is not always supported effectively. Overall, children are happy and settled at the setting. They enjoy engaging with the activities and resources available to them.

Although staff form positive bonds with children, the key-person system is not effective. Staff do not know the children well enough to support their individual care and learning needs. Children who need extra support and those with special educational needs and/or disabilities do not receive the help that they need to make the progress of which they are capable.

Children enjoy daily opportunities to play outside. They experience climbing the stairs and using the slide. They like using different resources to transfer water and sand to the different containers and moulds. However, staff do not have the skills needed to support their play effectively. They do not implement a curriculum that is broad and challenging across the areas of learning for all the children. This means that children are not sufficiently supported with their development.

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

- The manager has a vision and great intentions for the setting. However, she lacks the management skills needed to implement these. Staff do not receive effective support to help them fulfil their roles and responsibilities. Supervision meetings do not focus enough on identifying and addressing weaknesses in staff practice. Additionally, children's development and needs are not discussed sufficiently during those meetings. This impacts the quality of care and teaching children receive.
- While most parents are happy with the nursery, partnerships with parents are not fully effective. The manager does not ensure that parents are sufficiently informed about their children's experiences in the nursery. Parents fill out a range of forms. However, the manager does not check these to ensure children's needs are known. She has been unaware of the involvement of other professionals in the children's care. As a result, partnership with other professionals to support children in their development is not effective.
- The manager understands the curriculum and knows what she wants all children to learn. However, most of the staff are not able to implement a robust curriculum due to their poor teaching skills. Some staff show little excitement in children's play and are more focused on tidying up and supervising children.

They do not interact with them enough and teach them, for example, why it is important to tidy up. This has a negative impact on children's attitude towards learning.

- Staff undertake regular training in child protection. However, staff, including the manager, do not have a suitable knowledge of safeguarding children. They do not understand how to identify concerns or which agency manages these. In addition, they do not understand how to manage an allegation against a member of staff.
- Children show positive behaviours most of the time. They share resources and talk with their peers during their play. Staff lack understanding of how to promote positive behaviour further. When children become distressed or upset, they use inappropriate strategies to support children's emotional well-being.
- Children are adequately supported with their personal and hygiene skills. They wash their hands before they eat and receive support to wipe their nose. Children enjoy being physically active, especially during outdoor play. This helps them to release energy and supports their mental health.
- The key-person system is weak and not effective. Although children are assigned a key person, staff are not fulfilling this role. As a result, they are unable to provide children with specific support to make good progress in their development and learning.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff, including the designated safeguarding lead, do not understand their role and responsibility to keep children safe and support their welfare. Staff do not always follow the setting's policies and procedures. They can describe how to identify when a child is at risk of harm. However, they do not know the correct reporting procedures to keep children safe. Furthermore, staff are not familiar with the procedures to follow in the event of an allegation against a member of staff. The premises are secure, and all staff are trained in paediatric first aid. Systems to check the suitability of staff are thorough and consistently followed.

## 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:**

	<b>Due date</b>
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ensure all staff, including the nominated individual, have a secure knowledge and understanding of the safeguarding policies and procedures. Ensure all policies are implemented and are followed by staff	21/09/2022
ensure all staff with lead responsibility for safeguarding have a secure knowledge of their roles and responsibilities, including the agencies to notify in the event of an allegation	21/09/2022
ensure that supervision arrangements are effective and appropriate to help develop staff practice and promote the interest of children	21/09/2022
ensure suitable behaviour management strategies are being used by all staff to ensure this promotes children's emotional well-being	21/09/2022
ensure that the key-person system and parent partnership are effective to be able to tailor children's learning and care to their individual needs, especially if more specialist support is appropriate	21/09/2022
make certain that information received about children is used to help ensure all children's welfare and individual needs are met.	21/09/2022

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

	<b>Due date</b>
ensure staff plan and implement an effective and ambitious curriculum so that children gain the knowledge and skills to become successful communicators and learners	07/10/2022

<p>ensure that concerns about children's progress are effectively discussed with their parents to help create and implement an agreed plan on how to best support the child. Ensure that the children receive the targeted support and intervention that they need to fulfil their potential.</p>	<p>07/10/2022</p>
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## Setting details

<b>Unique reference number</b>	2553886
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10233452
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Spring Nursery Limited
<b>Registered person unique reference number</b>	2553885
<b>Telephone number</b>	02034898383
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Spring nursery registered in 2019. It operates from premises in Poplar, in the London Borough of Tower Hamlets. The nursery is open from 9.15am to 3.45pm, Monday to Friday, during school term times. Children may attend either morning or afternoon sessions or full time. The nursery employs seven members of staff. Of these, one holds early years professional status and five an early years qualification at level 3. The nursery receives funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Anja Eribake

## 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 manager and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that these were having on children's learning.
- The manager and inspector carried out a joint observation and discussed the impact this had on children's learning.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector had discussions with staff and parents and took their views into account.

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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