

Inspection of Hanover Playschool at Priory Heights

Priory Heights, Wynford Road, London N1 9SG

Inspection date:

4 November 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 cannot be assured. Weaknesses in leadership and management compromise children's welfare. Leaders repeatedly fail to ensure that all staff are aware of the safeguarding policy and procedures. Staff are not clear about what to do if children's comments give them cause for concern and do not know the procedures to follow if inappropriate behaviour is displayed by any person working with children. This poses a risk to children's welfare.

The manager and staff do not have high expectations of children. Children do not receive a challenging and stimulating learning experience. Staff do not plan and deliver the curriculum well enough to support children's individual learning needs. For example, some children are bored, disengaged and do not join in with the activities offered. Staff do not adapt activities to meet the needs of individual children. They comment that 'all children learn the same thing during planned activities'. This shows staff's limited understanding of what and how children learn. Staff do not consistently provide the right resources to ensure that children can complete given tasks. For example, staff ask children to cut an unripe mango with a blunt knife. This leads to children losing interest and feeling disappointed in what they are able to achieve. This impacts negatively on their self-esteem and confidence. Children's learning is not planned effectively and, consequently, they do not make the progress they are capable of.

Children generally behave well. However, staff do not use effective strategies to manage children's behaviour positively and in an appropriate way to support their well-being.

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

- Leadership and management are weak. The manager focuses on the presentation of activities over how the curriculum can build on what children already know and can do. As a result, the poorly planned curriculum does not meet individual needs of the range of children who attend.
- The provider does not monitor the provision effectively. Staff do not benefit from effective supervision, training and support that helps them to improve the quality of their teaching and personal effectiveness. Consequently, the quality of teaching is poor.
- Staff do not have appropriate expectations for all children. Despite being qualified, staff do not successfully implement a curriculum that focuses precisely enough on helping children to work towards their next steps in learning. At times, staff disturb children who are engaged in the activity of their choice. They do not extend children's learning effectively and do not consistently respond to children's emerging interests. This negatively impacts children's attitudes

towards learning.

- Interactions between children and staff are overly adult driven and children do not have enough opportunities to express their ideas or further develop their learning. Staff do not consistently support children to develop their language and vocabulary. At times, staff introduce new words, such as 'octopus'; however, they do not ensure that all children gain an understanding of what it is. Staff ask close-ended questions and do not give children time to think and respond. Children with English as an additional language are not supported enough to make the progress they are capable of.
- Staff do not fully support children's self-care skills. Although some children put their coat and shoes on before going outdoors, others are not taught how to do it independently. As a result, children are not supported to become more independent in their self-help skills and get ready for the next stage of development.
- Children have some opportunities to hear and use mathematical language. For example, they recognise numbers on a mat and count objects they find in a water tray.
- Children benefit from daily fresh air as they play in the garden. Children use wheeled toys and an outdoor climbing frame. This supports the development of their gross motor skills. Staff provide children with some opportunities to strengthen their small muscles, as they explore sand and play dough.
- Children are offered healthy snacks. Staff ensure the pack lunches children bring contain food that meets their dietary requirements. Staff promote children's hygiene suitably. However, they do not consistently support children's good health as, at times, children are exposed to third-hand smoking. This negatively impacts children's health and their well-being.
- Leaders do not do enough to ensure that safety is given the utmost priority. For example, they continually fail to ensure that all fire exits are free of obstructions. Staff do not take due diligence to ensure the environment is safe for children. This poses risk to children's welfare.
- Staff share adequate information with parents, such as about the care and type of activities they provide for children in the setting.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have limited understanding of the safeguarding policies and procedures. They do not have sufficient understanding of how to identify concerns about children. They do not understand the setting's reporting procedures. Staff fail to demonstrate that they know what to do if they have a concern about the conduct of a member of staff towards children, or when an allegation is made. Daily checks need further improvements as staff fail to identify the risks associated with an obstructed fire exit. Suitable procedures are in place to check the suitability of staff working with children.

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
ensure all staff understand the safeguarding policies and procedures, so that they are clear about what to do if children's comments give cause for concern and know the procedures to follow if inappropriate behaviour was displayed by any person working with the children	25/11/2022
provide effective supervision, monitoring and coaching to help managers and staff understand their roles and responsibilities to improve the quality of the provision and to provide quality learning and development experiences for children	25/11/2022
ensure that children's behaviour is managed positively and in an appropriate way to support their well-being	25/11/2022
take steps to ensure that all emergency exits always remain free of obstruction.	25/11/2022

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

	Due date
improve planning and delivery of the curriculum, so that all children are provided with a broad range of well-sequenced opportunities which give them the right foundation for good future progress	25/11/2022

ensure that children who speak English as an additional language are supported so they make good progress in their learning.	25/11/2022
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Setting details

Unique reference number	EY426616
Local authority	Islington
Inspection number	10245018
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	10
Name of registered person	Hanover Playschool Committee
Registered person unique reference number	RP521615
Telephone number	02077137366
Date of previous inspection	9 May 2022

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 four staff; all hold appropriate early years qualifications. The manager is an early years teacher.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education and the impact this has on children's learning.
- The manager, together with a staff member and the inspector, completed a learning walk around the setting.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to children, parents and staff.
- The inspector checked relevant records, including the evidence of suitability of staff working with children.

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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