

# Inspection of Precious Tots

38 Chesterfield Road, LONDON E10 6EW

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Inspection date: 31 May 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

Children's safety is compromised in the nursery. Staff do not identify risks effectively. Some staff do not demonstrate an understanding of when to record injuries to children. This puts children's health and well-being at risk. At times, staff are left alone to cope with groups of children. This impacts on children's behaviour and attitudes to their learning. For example, staff keep children on the carpet in group activities when they have clearly lost interest. Staff comment that if they were not on their own, they would be more able to support individual children's progress in learning.

Despite the weaknesses, relationships between children and staff are warm. Children naturally lean into staff for cuddles. In the baby room, staff are playful and children enjoy playing peekaboo and giving 'high fives' to staff. All children enjoy spending time in the nursery garden. Older children giggle as they play hide and seek. They are excited to give clues when staff pretend they cannot find some children.

Children's early communication skills are supported well. In the baby room, staff use children's names to get their attention when speaking to them. They repeat back the sounds which babies make to support their conversation skills. In the toddler room, children enjoy singing along with their favourite songs and staff pause to allow children to finish the words.

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

- There are breaches of safeguarding and welfare requirements. Some staff do not understand when they need to record an accident or injury to a child. In addition, staff do not always consider what may pose a risk to children in some areas of the nursery. For example, they position travel cots against a radiator, which results in children bumping their head. This demonstrates that risk assessments are not effective.
- While statutory ratios are maintained, leaders fail to deploy staff effectively to meet children's needs. Although there is a system in place for staff to request support when they are alone with a group of children, at times when they ask for help, there is no one available to assist. This impacts on children's personal development as at times their needs are not met. Children's behaviour is not always managed effectively when staff are alone with a large group of children. At times, some children, including children with special educational needs and/or disabilities, appear disengaged with group activities. This results in them not engaging with their learning.
- Staff talk about the range of training that they have access to and attend monthly staff meetings. However, there is not a robust system to identify

weaknesses in staff's understanding of policies and procedures, and these are not addressed when issues arise. For example, leaders do not ensure that staff understand when to record accidents to children.

- Parents report that they feel staff are approachable. They enjoy the insights into their children's day through the online application, as well as regular updates regarding their children's progress.
- Staff support children's early writing skills by providing mark-making opportunities throughout the nursery. However, when introducing letters, some staff use a mixture of letter sounds and names. This inconsistency causes confusion for children and does not support them to be ready for more formal teaching of phonics when they start school.
- Children have access to books in all areas of the nursery. They show enjoyment and focus when listening to stories which staff read to them. However, when staff set up a hand-held device to show a group of children a video about space, they quickly lose interest as the content is not engaging them. When children ask to do something else, staff inform them this is nearly finished and continue showing the video. This impacts on children's engagement in their learning.
- Children's independence skills are supported in the nursery. Staff increase their expectations as children move through the nursery. Younger children are encouraged to feed themselves at mealtimes, and staff position themselves close by to offer support if needed. Older children enjoy being given responsibility for helping at snack time, for example, all children get the chance to take on the role of being the designated 'table captain'.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is not assured in the nursery. Although staff have attended paediatric first-aid training, at times, they do not demonstrate an understanding of when an accident or injury to a child should be recorded. Staff fail to identify risks, which results in children having accidents. In addition, poor staff deployment compromises children's welfare. However, staff demonstrate an understanding of the signs which could indicate a child is at risk of harm or abuse. Staff can explain the process to report any concerns, including those regarding a colleague. The manager carries out checks to ensure that staff working at the nursery are safe to work with children.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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take prompt action to ensure that all staff understand and implement the policy for recording accidents and injuries to children	21/06/2023
take reasonable steps to ensure that children are not exposed to risks	27/06/2023
ensure that staff are effectively deployed to meet the needs of all children, particularly in the pre-school room	21/06/2023
review and improve arrangements to ensure that staff understand policies and procedures and that any issues identified are addressed in timely manner.	21/06/2023

**To further improve the quality of the early years provision, the provider should:**

- review the teaching of group activities to ensure that all children are engaged in their learning
- support staff to follow a consistent approach to teaching early literacy skills.

## Setting details

<b>Unique reference number</b>	EY440478
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10291451
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Elsyium Ltd
<b>Registered person unique reference number</b>	RP906079
<b>Telephone number</b>	020 8539 5541
<b>Date of previous inspection</b>	13 November 2018

## Information about this early years setting

Precious Tots Nursery re-registered in 2011. It is situated in Leyton, in the London Borough of Waltham Forest. The nursery is open on weekdays, from 8am to 6pm, for 50 weeks per year. It receives funding to provide early education for children aged two, three and four years. The nursery employs 10 members of staff, six of whom hold a relevant qualification at level 2 or above.

## Information about this inspection

### Inspector

Kathryn Irvine

## Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with 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, following information we received about the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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