

Bright Horizons Heron Quays Day Nursery & Preschool

20 Landmark Building, Marsh Wall, London E14 9AB



Inspection date	6 November 2018
Previous inspection date	15 May 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Staff, including those with lead responsibility for safeguarding, do not know the setting's policies and procedures should there be an allegation against staff.
- Staff do not follow the setting's policies and procedures when children arrive with injuries.
- Staff do not consistently follow the setting's policies and procedures when children have infectious illnesses.
- Staff miss opportunities to teach children about healthy eating habits and develop their independence.
- Staff implement rules to keep children safe but do not help children to understand why these are in place and help children to learn about risk.
- Assessments of what children can do are not consistently accurate. As a result, some staff do not plan activities for children that are suitable for their age and stage of development.

It has the following strengths

- Staff provide children with a wide range of resources to play and explore with.
- The manager has developed new ways to communicate with parents about what their children have been learning at the setting. This helps parents to continue their children's learning at home.

What the setting needs to do to improve further

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 the setting's policy and procedures regarding allegations against staff are clear and understood by all staff, including those responsible for safeguarding	19/12/2018
ensure all staff understand, and follow, the setting's procedures to protect children from harm, especially when children arrive at the setting with injuries	19/12/2018
ensure that staff consistently follow procedures to prevent the spread of infection, particularly when children have contagious illnesses	19/12/2018
improve staff's understanding of how to support children to understand why some rules are in place so that children learn how to keep themselves safe.	19/12/2018

To meet the requirements of the early years foundation stage and Childcare

Register the provider must:

	Due date
ensure staff consistently use effective teaching techniques to help children make good or better progress	19/12/2018
review the routine of the setting so that children's learning and development are supported throughout the whole day	19/12/2018
ensure assessments are accurate and are used to plan activities and experiences that help all children to achieve their next stage in development.	19/12/2018

Inspection activities

- The inspectors observed activities indoors and in the outside area.
- The inspectors spoke to children, staff and leaders at appropriate times during the day. They held a meeting with the leaders.
- The inspectors carried out joint observations with the manager.
- The inspectors spoke to parents and took account of their views.
- The inspectors looked at children's records and assessments, evidence of training and a range of other documentation, including policies and procedures.

Inspectors

Sam Colderwood

Nataliia Moroz

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The provider does not ensure that the policy and procedures for safeguarding children are clear. As a result, staff, including those who are responsible for safeguarding, do not know the procedures to follow if there are allegations against staff. Staff do not always follow the setting's procedures when there are concerns about children's welfare. For example, staff fail to follow the setting's procedures for recording and reporting pre-existing injuries. The new manager has made improvements to the arrangements for key persons, recruitment procedures and the deployment of staff since the last inspection. Partnership with parents remains strong. However, the provider has not ensured that enough action has been taken to improve the consistency of teaching, learning and assessment across the setting.

Quality of teaching, learning and assessment requires improvement

Teaching and learning are not consistently good in all rooms. Some adults working with babies are in tune with their non-verbal communication. For example, when a baby chooses a book the adult asks the baby if they want a story. The baby chooses to sit on the adult's lap and turns the pages while the adult reads to them. However, some adults do not know when to engage children, including those with special educational needs, to develop their skills and interests further. Staff prioritise daily routines above teaching and learning. As a result, there are missed opportunities for children to develop independence, their communication and language skills and learn about healthy eating habits at mealtimes. There is a wide range of activities for children to choose from, which they enjoy. However, staff do not ensure that assessments of what children can do are consistently accurate. They do not consistently plan appropriate activities and experiences that help children to progress to their next stage in development.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised due to the significant weaknesses in safeguarding. In addition, staff do not follow the setting's policy and procedures to prevent the spread of infection, particularly when children have contagious illnesses. Children develop strong bonds with their key person and parents receive regular feedback about their child's day. Children's dietary requirements are met. Children behave well. However, staff do not consistently explain to children why they should behave in certain ways. For example, staff do not explain to children why they should not go near to the gate or why they should sit down on the slide. This does not help children to learn how to assess risks and keep themselves safe.

Outcomes for children require improvement

Staff plan interesting activities for children, such as experiments to show how rain is formed. However, sometimes the expectations for children are not in line with their stage of development. For example, pre-school children settling into the room wait for long periods to participate in planned activities and soon lose interest. Staff feed younger children who are able to feed themselves in order to speed up the routine of mealtimes. This means that children do not make as much progress as they could.

Setting details

Unique reference number	EY496360
Local authority	Tower Hamlets
Inspection number	10070749
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	165
Number of children on roll	148
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	15 May 2018
Telephone number	020 33060758

Bright Horizons Heron Quays Day Nursery & Preschool registered in 2015. The nursery is situated in Canary Wharf in the London Borough of Tower Hamlets. The nursery opens Monday to Friday from 7.30am to 6.30pm for 51 weeks of the year. The nursery receives funding for free early education for children aged two, three and four years old. A total of 53 staff work with the children, of whom 37 hold relevant professional qualifications ranging from level 2 to level 6.

This inspection was carried out by Ofsted 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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