

# Christ Church Early Learning

2 Quay Road, Bridlington, YO15 2AP



## Inspection date

20 June 2017

Previous inspection date

16 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- There are significant safeguarding risks to children. Many members of staff do not understand the setting's safeguarding policy and procedure with regard to reporting allegations against staff. In addition, staff are not deployed sufficiently well to meet the individual needs of children.
- Staff are not effectively led and managed. The manager does not train staff well to continuously develop their practice or strengthen their quality of teaching. In addition, staff do not manage the behaviour of younger children effectively.
- Staff do not work well in partnership with parents. They do not communicate well enough with parents about their child's learning or the staffing arrangements in the setting. Furthermore, the key-person system for younger children is not effective in building positive relationships with children and parents.
- Children's learning and development is not successfully planned for. Staff do not gather sufficient information on entry to plan for children's individual needs or next steps in learning. Assessment of children's progress is weak. Furthermore, children are not challenged in their play and interactions between staff and children are poor.
- Staff do not review children's progress between the ages of two and three years or share a summary of this with parents.

### It has the following strengths

- Children eagerly arrive at the setting and have made secure friendships with their peers.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ train all staff to understand the safeguarding policy and procedures, with particular regard to the action to be taken in the event of an allegation being made against another member of staff</li> </ul>	14/07/2017
<ul style="list-style-type: none"> <li>■ implement appropriate systems for the supervision of staff, which identify and address staff needs for support, coaching and training in order to promote the interests of children and strengthen the quality of training</li> </ul>	14/07/2017
<ul style="list-style-type: none"> <li>■ ensure that children's behaviour is managed in an appropriate way and that clear messages are provided about behavioural expectations</li> </ul>	14/07/2017
<ul style="list-style-type: none"> <li>■ implement effective systems for working in partnership with parents, and share information about children's learning and about the staffing of the setting</li> </ul>	14/07/2017
<ul style="list-style-type: none"> <li>■ improve the deployment of staff to enable effective supervision and ensure that all children's individual needs are met, with particular regard to managing children's behaviour and ensuring that children's nappies can be changed when required</li> </ul>	14/07/2017
<ul style="list-style-type: none"> <li>■ ensure the key person system for younger children is effective in meeting each child's individual needs and in building positive relationships with children and parents.</li> </ul>	14/07/2017

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the system for gathering information about children's capabilities on entry and ongoing assessment to provide an accurate picture of what they know and can do</li> </ul>	14/07/2017
<ul style="list-style-type: none"> <li>■ plan effectively for children's individual needs, interests and next steps in learning, ensuring children are challenged and receive positive interaction from staff</li> </ul>	14/07/2017
<ul style="list-style-type: none"> <li>■ review children's progress between the ages of two and three years and provide parents with a written summary.</li> </ul>	14/07/2017

## **Inspection activities**

- This inspection was carried out as part of a risk assessment process, following information received by Ofsted.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector had a tour of the setting.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

### **Inspector**

Laura Hoyland

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is not effective. Staff are not familiar with the safeguarding policy and procedures. They are not aware of which outside professionals to report concerns about their colleagues' behaviour to should the need arise. Staff are aware of the different types of abuse and the signs and symptoms to be alert to. The manager holds regular supervision meetings with staff but is not effective in developing staffs' practice or identifying their training needs. For example, she has not supported staff effectively to manage the challenging behaviour of younger children. The manager has established some priorities for improvement but has failed to identify many of the weaknesses in the setting. The manager has started to work with some outside professionals, including teachers from schools children will be moving on to.

### **Quality of teaching, learning and assessment is inadequate**

Staff are well qualified but this has minimal impact on the quality of teaching. Staff do not always gather information about what children can do when they start at the setting or regularly assess their progress. Progress checks for children aged between two and three years have not been completed for a number of children and staff cannot discuss children's progress. Observations of children during play are infrequent and any identified next steps are not used to inform planning or meet children's individual needs. In addition, children are not always challenged or engaged in activities. For instance, during small group time some children look at the floor or stare into space. Staff do not plan effectively for younger children's learning or interact with them effectively. Consequently, children do not engage in activities and they demonstrate challenging behaviour. Information about learning is not sufficiently shared with parents to ensure that they know what children are learning in the setting. Partnerships with many parents are poor.

### **Personal development, behaviour and welfare are inadequate**

Staff are not deployed effectively to meet children's needs. For instance, children who require their nappies changing are often left too long because staff cannot leave the room to change them. Furthermore, some younger children demonstrate challenging behaviour and the way staff are deployed makes it difficult for them to manage behaviour effectively. Each child is assigned a key person. However, the key-person system for younger children is weak. This is because staff do not spend sufficient time with their key children to build secure relationships with them or their parents. Furthermore, parents with younger children are not made aware of the staffing arrangements so that they know who is caring for their child. Staff are fully aware of children's dietary needs, including allergies. They ensure snacks are nutritious and suitable for children's individual needs. The majority of staff have a paediatric first-aid qualification and appropriate records are maintained of any medication administered and any accidents that occur. Children experience outdoor play daily and enjoy exercising in the large outdoor space.

### **Outcomes for children are inadequate**

The quality of teaching is poor and has a significant impact on outcomes for children. Ineffective planning for children's individual needs and the lack of assessment means that

children's progress is not being monitored and cannot be measured. Gaps in children's learning are not being sufficiently planned for in order to close them and staff cannot confidently discuss individual children's learning. Despite this, older children are developing some skills they require for school, such as recognising their name in print, sharing, listening and taking responsibility for small tasks.

## Setting details

<b>Unique reference number</b>	314600
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	1100650
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Christ Church Community Services
<b>Registered person unique reference number</b>	RP518455
<b>Date of previous inspection</b>	16 December 2013
<b>Telephone number</b>	01262 404109

Christ Church Early Learning registered in 2000 and is situated in Bridlington. The setting employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, term time only. Sessions are from 9am until midday and from 12.45pm until 3.45pm. There is a lunch club available from midday until 12.45pm. The setting provides funded early education for two-, three- and four-year-old children.

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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