

Inspection of St Matthew's Church Preschool

St Matthew's Church Hall, 101 Tarring Road, Worthing, West Sussex BN11 4HB

Inspection date: 9 October 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Staff do not plan a stimulating and exciting curriculum that captures the interests of children and motivates them to learn. Activities provided do not have an appropriate learning focus to meet the individual needs of all children, particularly those with special educational needs and/or disabilities. As a result, some children wander around the setting instead of engaging in meaningful play. This has a detrimental impact on the progress children make.

Daily routines are not managed effectively, and children become disengaged and disruptive. For example, during the transition from the garden to the hall, children run around and throw toys. There are times when children's behaviour is not managed consistently or appropriately. Staff do not always explain to children why their behaviour is unwanted. This affects how children form relationships with each other and their understanding of how to keep themselves safe.

The breaches to the ratio requirements mean staff are not deployed appropriately. For example, during garden time staff-to-child ratios are not maintained. This means children's learning and emotional needs are not met during this time. Children have secure attachments with staff, who are kind and caring. Children seek comfort from staff when they are upset. Parents speak positively about the setting and the support they have received.

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

- Learning opportunities during garden play are limited. The resources available do not engage children's interests. The lack of staff interaction during this time means children are not motivated or inspired to learn. As a result, some children present as bored and behaviour deteriorates. This leads to conflict.
- Changes to children's personal care routines are not appropriately discussed with their key person. This means that some children's development in key areas, such as toilet training, is held back. This does not support children's development of independence skills or their transition to their next stage of learning.
- Managers do not ensure that all required information is available on request during the inspection, such as safeguarding certificates.
- Staff and managers do not have a secure understanding of the procedures to follow in the event of an allegation being made. As a result, allegations are not investigated by the appropriate authorities within the required timescales. This does not keep children safe from harm.
- Communication between staff is not promoted to ensure children are appropriately supervised when moving between areas of the setting. For example, during free-flow play, staff do not inform each other when they are

leaving the area. This means staff are not always aware when they are lone working and staff-to-child ratios are not maintained.

- The management committee does not have effective processes in place to review the ongoing suitability of managers. As a result, changes in suitability are not dealt with in a timely manner. This has a significant impact on children's safety.
- Staff regularly miss opportunities to extend children's learning further by using skilful questioning techniques. For example, during a play dough activity, children show interest in dinosaurs. They talk about what dinosaurs eat and demonstrate how they move. Staff do not use this as an opportunity to expand on what children already know and do not extend discussions to broaden children's understanding.
- Managers do not record action taken when responding to complaints.
- The manager meets with staff regularly to discuss any concerns they may have and review their professional development. As a result, staff feel supported in their work.
- Children are physically active and make use of the equipment and space available to develop their physical skills. For example, children run and move freely in the hall and climb in the garden.
- Staff support children's language development well. For example, they listen carefully to children's attempt at language when this is emerging and repeat the word correctly.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a secure understanding of the signs of abuse, including wider safeguarding issues, and the procedure to follow in the event of an allegation being made. The management committee does not assess ongoing suitability of senior staff, such as medication use and knowledge to fulfil their role. Safeguarding records are incomplete and do not provide sufficient detail of concerns or action taken. Staff do not have up-to-date safeguarding training, to enable them to keep children safe from harm.

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
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ensure all staff understand the safeguarding policy and procedures and have up-to-date knowledge of safeguarding issues so they are able to identify signs and symptoms that a child may be at risk of harm	06/11/2019
strengthen safeguarding procedures to ensure welfare concerns and action taken are appropriately recorded	06/11/2019
ensure all staff understand and adhere to safeguarding policies and procedures by reporting allegations to Ofsted and the appropriate child protection agencies, within the required timescales	06/11/2019
put effective processes in place to assess the ongoing suitability of staff, ensuring they have sufficient knowledge to fulfil their roles	06/11/2019
deploy staff effectively to ensure staff-to-child ratios are maintained and children are supervised appropriately	06/11/2019
put effective processes in place to ensure medication taken by staff does not impact their ability to care for children	06/11/2019
review strategies used to manage children's behaviour, ensuring they are appropriate for the developmental stage of the child and support children's emotional well-being	06/11/2019
support children's independence and emotional well-being by making sure changes in personal care routines are planned, supported and shared with the child's key person	06/11/2019
ensure complaint procedures are adhered to by keeping written records of complaints and action taken	06/11/2019

ensure all required documentation is available to Ofsted on request, with particular regard to safeguarding certificates.	06/11/2019
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the use of assessments to help monitor children's progress and plan a challenging and stimulating curriculum that effectively supports their engagement and helps build the skills they need for their future success.	06/11/2019

Setting details

Unique reference number	113726
Local authority	West Sussex
Inspection number	10126800
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	40
Number of children on roll	30
Name of registered person	St Matthews Pre-School Committee
Registered person unique reference number	RP903968
Telephone number	01903 218071
Date of previous inspection	26 April 2018

Information about this early years setting

St Matthew's Church Preschool registered in 1992. It operates from a church hall in Worthing, West Sussex. The pre-school opens from 9am to 3pm from Monday to Friday during school term times. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs six staff; of these, two hold appropriate early years qualifications at level 6, three have qualifications at level 3, and one has a qualification at level 2. The manager holds early years professional status.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector held discussions with the manager and staff at appropriate times throughout the inspection.
- A meeting was held between the inspector, manager and management committee.
- The inspector carried out a learning walk with the manager.

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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