

Inspection of Holy Redeemer Playgroup

Holy Redeemer Church Hall, Days Lane, Sidcup DA15 8JR

Inspection date: 10 December 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children are happy while attending the setting. They enjoy playing alongside each other with a range of resources, although these are not always linked to children's interests. Staff do not understand children's individual learning needs or plan successfully for them. Leaders and staff do not monitor children's progress effectively to inform what they need to learn next. Therefore, the curriculum is poor. Staff do not have high enough expectations for children's development. They do not use information well enough from assessments and observations to inform their teaching interactions with children. Some children, including those who require additional support, are not identified by staff quickly enough and, therefore, make slower progress. Staff show kindness and consideration towards children. However, they do not have high expectations of what children can achieve, so the outcomes for children are poor. Children generally behave well. They demonstrate an understanding of sharing and the associated rules. Children's welfare is not well supported by leaders or staff. Leaders and staff do not understand some of the setting's policies and procedures in order to protect children effectively and keep them safe. These weaknesses in safeguarding, as well as failure to complete robust suitability checks on staff, do not keep children safe.

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

- The leaders and staff do not demonstrate sufficient safeguarding knowledge. They do not know the correct procedures to follow if an allegation is made against a member of staff or how to escalate it if it was against leaders. Some staff are not aware of the relevant agencies to report various child protection concerns. They fail to understand their roles and responsibilities regarding keeping children safe. In addition, staff do not follow the setting's safeguarding policy regarding mobile phones. This is a breach of the safeguarding and welfare requirements.
- The committee members do not follow safe recruitment procedures to ensure all suitability checks are implemented for new staff, as well as ensuring the staff remain suitable. For example, they do not follow up discrepancies in staff's work history and do not request suitability checks from latest employers.
- Staff's training, induction and supervisions are not effective to assess their knowledge of safeguarding and teaching, in order to maintain high-quality care and learning at all times.
- Staff's assessments of children's progress are poor and not helpful in determining what children already know, understand and can do. This means gaps in children's progress are not identified quickly. Children with possible additional needs are not identified quickly and a targeted learning plan is not implemented to ensure they are able to make progress in their learning. The leaders are not monitoring staff's practice to ensure children make good

progress in their learning.

- The leaders and staff do not plan to include children's learning needs and interests in the daily activities. Staff do not interact with children effectively and children's learning is not well supported. For example, staff do not differentiate activities to ensure the older and most able children are challenged sufficiently.
- The committee members do not have effective monitoring systems in place to ensure that the leaders are carrying out their roles effectively and that the quality of teaching is improving children's progress.
- The self-evaluation of the setting is not fully effective as areas for improvement have not been fully addressed. These include improvements from the previous inspection. For instance, staff do not share information with other settings children attend to ensure a continuity of learning.
- Children develop their independence skills. For example, they enjoy helping staff set the table for snack time and are managing their personal hygiene.
- Children enjoy their time at the setting and are keen to seek out their friends. Staff form positive relationships with children.
- Children are respectful to each other and generally well behaved. Older children are beginning to have a sense of right and wrong. For example, they share trains as they play together.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff do not understand and implement the setting's safeguarding policy and procedures. Their failure to understand allegations against staff and how to escalate their concerns against the leadership team impacts on the safety of children. Staff are unclear of the procedures to follow according to the setting's safeguarding policy. This includes the use of mobile phones in the setting. Although the provider has introduced new systems to recruit staff, these are not effective and do not consider ongoing suitability. Therefore, arrangements for safeguarding, including recruitment processes, are ineffective.

What does the setting need to do to improve?

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

	Due date
ensure managers and staff have a clear understanding of what to do should an allegation be made against a colleague	30/01/2020

implement a safe recruitment system to ensure adults working with children are suitable and remain suitable for the duration of their employment at the setting	30/01/2020
implement effective supervisions with staff to ensure they have support and training to develop their knowledge and skills, and to enhance their professional development	30/01/2020
improve staff 's knowledge and understanding of how to plan for children's targets and interests	30/01/2020
ensure staff understand established assessment systems and use these effectively to monitor what children know and can do.	30/01/2020

Setting details

Unique reference number	EY541501
Local authority	Bexley
Inspection number	10100606
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	12
Name of registered person	The Parochial Church Council Of The Ecclesiastical Parish Of Lamorbey, The Holy Redeemer
Registered person unique reference number	RP541500
Telephone number	07739233431
Date of previous inspection	1 March 2019

Information about this early years setting

Holy Redeemer Playgroup re-registered in 2017 and is based in the Holy Redeemer Church, Sidcup. The playgroup operates every weekday from 9.15am to 12.15pm, during term time only. The provider employs 10 members of staff, five of whom hold relevant childcare qualifications at level 3 or above. The playgroup receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Tracey Murphy
Nataliia Moroz

Inspection activities

- The inspector reviewed a range of documents, including policies and procedures, evidence of staff suitability and other relevant documentation.
- The inspector and deputy manager conducted a joint observation to assess the quality of education.
- A learning walk was conducted with the deputy manager.
- The inspector spoke to parents to gain feedback.
- The inspector observed a range of activities both indoors and outdoors.

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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