

Inspection of The Playbox, St Johns Methodist Church Preschool

The Playbox Nursery, St. Johns Methodist Church, Community Centre , York Road,
SUDBURY, Suffolk CO10 1ND

Inspection date: 17 March 2022

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The children's safety and well-being are compromised because leaders and managers do not have sufficient oversight of safeguarding and welfare requirements. Leaders and managers have not addressed a previous action raised by Ofsted regarding suitability checks for members of the management committee. Leaders and managers responsible for the recruitment and oversight of staff do not demonstrate sufficient understanding of their role in safeguarding children.

However, children benefit from good teaching from dedicated staff. Children arrive at the setting excited for their day. They show that they feel comfortable and happy as they swiftly settle down to their chosen activities. Children grow in confidence over their time at this friendly community setting. They approach visitors with polite curiosity. Children learn to embrace their creativity, as they are encouraged to express their own ideas. Children are seen and supported as individuals because staff take the time to get to know them and their families well. All children, including those with special educational needs and/or disabilities, make progress in their learning and development.

Children who lack confidence in social situations because of the restrictions of the COVID-19 pandemic, receive sensitive support from nurturing staff. They learn how to play with their friends, take turns and engage with the activities staff provide. Children learn polite manners and how to follow simple rules. Staff gently remind children of the expectations at key times, such as the focused morning gathering.

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

- Leaders and managers do not demonstrate that they have understood the significance of previous actions set by Ofsted. They have not provided Ofsted with the required information necessary to carry out suitability checks on all committee members. This means that the suitability of all those responsible for the setting cannot be assured.
- Leaders and managers do not have a clear enough oversight of the implementation of their safeguarding policies and procedures. Policies and procedures lack sufficient detail to ensure that staff know what to report and when. Leaders and managers do not fully understand the importance of these policies to ensure that all children are kept safe from harm.
- Leaders and managers do not provide effective training for all staff on how to implement policies and procedures designed to safeguard children's health and welfare. For instance, they do not provide additional guidance for staff when procedures for recording accidents in the setting, or injuries children sustain at home, are not fully implemented. They do not review why mistakes have occurred or make effective changes to improve systems.

- Leaders and managers do not provide all staff with sufficient training to equip them with a secure knowledge and understanding about wider safeguarding matters. For example, not all staff know how to identify children who may be at risk of radicalisation. This means that some risks to children's safety and welfare may be missed.
- Leaders and managers do not understand the early years foundation stage qualifications requirements. This means that they cannot be sure that they are always meeting minimum staffing requirements.
- Staff regularly share fiction and non-fiction books with children. They plan exciting activities, such as puppet shows that bring the books to life. They provide opportunities for children to share what they have learned from the stories they have heard. Children learn that books are a source of adventure and information.
- Children focus on their activities for sustained periods of time. They describe to supportive staff what they want to make in the creative area. Children choose their materials and handle equipment, such as sticky-tape dispensers, independently. They learn valuable skills of planning and perseverance that support their later learning.
- Parents comment that staff go 'above and beyond' for the children. They receive clear information about what their children are learning and how to support them at home. When children need additional support because they have special educational needs and/or disabilities, staff work with parents and other professionals to create a plan. This means that there is a joined-up approach to children's learning and development.
- Children develop good speaking and listening skills. Staff listen carefully to children's contributions and take account of their views. Children hear new vocabulary often. They are motivated to speak up and become effective communicators.
- Although staff are attentive to the children, sometimes, they miss opportunities to provide effective support. This is because they are not deployed in a way that ensures all children can be observed and their needs swiftly met. Consequently, opportunities to support children who need help to play with others are sometimes lost.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not ensure that children's welfare is fully protected. Staff receive regular safeguarding training and discuss safeguarding concerns at their staff meetings. They can identify changes in children's behaviour and appearance that would raise concerns for children's safety and well-being. They know to report these concerns to the designated safeguarding lead. However, there is little ongoing safeguarding training for staff or effective assessment of their safeguarding knowledge. Leaders and managers do not know that staff lack a secure understanding of wider safeguarding issues, such as the risks to children from radicalisation or female genital mutilation.

What does the setting need to do to improve?

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

	Due date
provide Ofsted with the required information to be able to carry out suitability checks on all committee members	30/04/2022
provide effective oversight of all safeguarding policies and procedures	30/04/2022
provide up-to-date training for staff on wider safeguarding issues	30/04/2022
train staff to fully understand and implement the setting's policies and procedures designed to keep children safe and well	30/04/2022
develop a secure understanding of qualification requirements to ensure minimum staff ratios are met at all times.	30/04/2022

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

- ensure staff are effectively deployed to meet the needs of all children.

Setting details

Unique reference number	251691
Local authority	Suffolk
Inspection number	10113219
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	43
Name of registered person	The Playbox, St Johns Methodist Church Preschool Management Committee
Registered person unique reference number	RP905205
Telephone number	01787 373185
Date of previous inspection	2 March 2016

Information about this early years setting

The Playbox, St Johns Methodist Church Preschool opened in 1995 in Sudbury, Suffolk. It is managed by members of a voluntary committee. The setting employs five permanent members of childcare staff and an administration officer. Of these, four hold appropriate early years qualifications at level 2 and above. The setting opens four days a week during school term time. Sessions are from 9.15am to 11.45am and 12.30pm until 3pm on Monday, Tuesday, Wednesday and Thursday. Some children stay for full days. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector met at appropriate times throughout the inspection with the manager and the chair of trustees and discussed how they evaluate the quality of the setting.

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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