

Inspection of Lee Street Church Playgroup

Lee Street Evangelical Church, Lee Street, Horley, Surrey RH6 8ES

Inspection date: 15 September 2022

Overall effectiveness	Inadequate
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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

There are substantial weaknesses in safeguarding practice that impact significantly on children's welfare. For example, the designated safeguarding leads are not aware of the indicators that a child may be at risk of harm. They do not ensure that they follow their safeguarding policy if a child does not attend for a planned session. Also, staff lack a secure knowledge of the action to take to safeguard children.

Nevertheless, children settle quickly to their chosen activities, including those who are new to the setting. Staff plan the environment and resources based upon what they know about children's current interests. However, the weaknesses in the key-person system mean that staff do not have a secure knowledge of children's levels of development at the outset. Staff do not ensure that they have meaningful interactions with new key children to help build secure bonds. Also, staff fail to work consistently to support children's emotional well-being when they have a comforter.

Children enjoy outdoor play and develop their physical skills. They climb the climbing frame with care and show delight as they go down the slide. Children use mathematical language to describe structures they make. For example, they built towers from building blocks, which then turned into a rocket. They showed increasing skill as they placed blocks on top of the other. Children learn to be resilient and to persevere at their chosen task. For example, a child tried and tried again to move their trike up the ramp. Also, if they fall over, they quickly get back up and return to their play.

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

- The provider has not ensured that the designated safeguarding leads have a secure understanding of the indicators that a child may be at risk. Staff's knowledge of child protection is poor, and they are not aware of the appropriate action to take to safeguard children. These factors compromise children's welfare.
- The safeguarding policy relating to non-attendance is unclear. The provider has failed to ensure that parents are aware of the procedure to follow if a child is unable to attend. This means that staff do not have a full picture of the safety and well-being of children, to enable them to take action to safeguard children.
- The key-person system is not effective in enabling children to build strong attachments with their key person from the outset. For example, key persons do not ensure that they interact with new children at all in the session. The systems staff use to gather information about children from parents do not support staff to be aware of children's developmental stages. This means that not all key

persons have a secure understanding of children's learning needs from the start. These factors have a significant impact on how staff tailor children's care and learning, to help them become familiar with the setting and build relationships.

- Staff do not consistently work together to implement effective procedures for the use of children's comforters. Some try to distract children to help them to leave their dummy, but then others give them back when children are happily engaged in their play. This gives children mixed messages and does not encourage them to develop their conversation and speaking skills while they have their dummies.
- The manager plans for the curriculum. As it is the start of the term, there is a focus on settling children, supporting their personal, social and emotional development. There is also a focus on speaking skills, which they feel have been affected as a result of the pandemic. However, due to the weaknesses, staff do not implement these aspects effectively.
- Children develop a keen interest in nature and living things. For example, they went on a bug hunt and actively sought the insects they had on their tick sheet. With staff, children talked about the feelings of the insects and explored words such as 'panicking' and 'scared'. They talked about the importance of using kind hands. This supports children's awareness of managing their behaviour and feelings.
- The special educational needs coordinator has a sufficient understanding of her role in helping staff and seeking further support from outside agencies. Staff use additional funding well to encourage children's interests. For example, they sought an external company to provide singing and dancing sessions.
- Children have a secure awareness of keeping themselves and other safe. For example, they push the swing to and fro between each other. They understand not to push too hard otherwise the swing may bang into their friends. Children use safety knives at snack time to cut their fruit, learning through the effective guidance from staff.
- Staff foster good relationships with parents. They gather information from parents about children's interests and care needs. Parents report positively about the feedback they receive daily. They comment that their children develop skills and make improvements in aspects such as confidence.

Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding policy, procedures and practice are poor, which compromises children's welfare. Staff do not have a clear understanding of child protection. They are unaware of the correct procedures to follow in the event of an allegation being made about a member of staff. They also fail to take action where there are potential safeguarding concerns. This is because they do not review all the information they have as a full overview of a child, and instead view aspects in isolation. The procedures for following up non-attendance are unclear and do not ensure the safety and well-being of children.

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
ensure that staff are alert to any issues of concern in a child's life at home or elsewhere, and take immediate and relevant action to minimise concerns	29/09/2022
ensure that that the written child protection policies and procedures support staff to take action, especially relating to non-attendance	29/09/2022
improve staff's knowledge of safeguarding, including the procedures to take in the event of an allegation about a member of staff	29/09/2022
ensure that the key-person system is effective in building initial relationships and enabling staff to quickly build a clear picture of children's development from the outset.	29/09/2022

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

	Due date
improve consistency between staff in relation to the use of comforters, to support children's emotional well-being and encourage speaking skills.	29/09/2022

Setting details

Unique reference number	122696
Local authority	Surrey
Inspection number	10228209
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	25
Name of registered person	Lee Street Evangelical Independent Church
Registered person unique reference number	RP903175
Telephone number	01293 784294
Date of previous inspection	9 December 2016

Information about this early years setting

Lee Street Church Playgroup registered in 1992 and operates from Lee Street Church in Horley, Surrey. It opens during term time only on Monday and Friday from 9.15am to 1pm, and on Tuesday and Thursday from 9.15am to 3.30pm. A team of seven staff work with the children. Five staff members hold recognised qualifications and of these, three hold appropriate early years qualifications. Funding is accepted for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation.
- The manager and the inspector completed a learning walk together.
- The inspector carried out a joint observation with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.

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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