

Inspection of The Mustard Seed Christian Pre-School

Herne Hill Baptist Church, Half Moon Lane, Herne Hill, London SE24 9HU

Inspection date:

8 November 2022

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

Weak management of the pre-school by the committee and frequent changes to the management team result in breaches of the welfare requirements. These breaches have a significant, negative impact on the quality of care and education that children receive. Children's welfare is further compromised, as the committee does not demonstrate sufficient understanding of their role and responsibility to meet the requirements of the early years foundation stage. The provider lacks knowledge and understanding of their safeguarding responsibilities. This puts children at significant risk of harm.

The provider has failed to notify Ofsted when there has been a change to committee members. This means that Ofsted has been unable to complete appropriate suitability checks to ensure that those with access to information about children and the running of the pre-school are suitable to do so. Furthermore, the provider has not informed Ofsted of changes to details of existing committee members. Risk assessments do not consistently help to identify and minimise hazards. For instance, some areas of the pre-school that are dangerous for children are accessible to them. This demonstrates that risk assessments are not effective in reducing risks to children. Children are not taught how to keep safe.

The curriculum is not ambitious. The managers do not ensure that children receive stimulating learning experiences in all areas of the pre-school. This has a negative impact on children's next steps in education.

Despite the weaknesses in practice, children develop warm relationships with staff. They enjoy listening to stories read by staff. Children are friendly towards each other. For example, they are considerate to their friends. Overall, children behave well.

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

- The provider does not have appropriate knowledge and understanding of the correct process to follow when there are new committee members or there is a change in the details of existing committee members. This compromises children's safety.
- The provider fails to keep accurate records about staff vetting procedures. There are missing details relating to Disclosure and Barring Service (DBS) checks. It is not apparent if checks are obtained and by whom. This gives an incomplete picture of staff recruitment and of whether the process is thorough enough to ensure children are protected.
- Staff do not have a proactive approach to establishing what may pose a risk to children's safety. For example, the kitchen door is left open, and there is an

open toolbox with a claw hammer and nails. This demonstrates that risk assessments are not effective. In addition, children are not taught how to keep safe. This has a negative impact on their quality of education.

- The quality of education is weak. The new management team has not put in place a meaningful curriculum that considers children's interests. Staff fail to build on what children already know and can do. They do not foster a love of reading. For instance, due to very disorganised resources, children cannot reach and access books independently. This is having a poor impact on children's learning and how they obtain knowledge, which has a negative impact on school readiness.
- The provider does not take responsibility for staff training; consequently, children's behaviour is not always managed positively. This has a negative impact on children's well-being.
- Staff have not set time aside to resource the outdoor areas to make them a stimulating place for children to learn and have fun. The pre-school routine does not give children daily experiences in the outdoor area. This has a negative impact on children's quality of education outside.
- Staff help children to develop their small and large muscles. For example, children self-select mark-making tools and paint and use materials to make simple collages. They have opportunities to use balancing apparatus indoors. This has a positive impact on their physical skills.
- Parents comment that their children like to attend the setting. They appreciate the new manager and report that she is courteous and professional. However, parents also comment that they feel the communication from the pre-school could improve. Parents do not receive regular information about their children's individual learning. As a result, parents do not know fully how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and the managers do not understand and follow their own safeguarding policy and procedures. This includes for reporting safeguarding concerns and how to share these concerns with other agencies without delay. This significantly affects children's safety and places them at risk of harm. The procedures around managing allegations against staff are not securely understood, or followed, by the designated safeguarding leads. However, staff do understand some safeguarding issues, such as 'Prevent' duty.

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 Ofsted are notified of the action taken in respect of allegations, within 14 days of the allegations being made	02/12/2022
obtain an enhanced DBS check in respect of every person aged 16 and over who works directly with children	02/12/2022
improve on risk assessments to ensure children are not exposed to risks	02/12/2022
ensure children's behaviours are managed in appropriate ways.	02/12/2022

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

	Due date
ensure robust procedures are in place to provide Ofsted with all necessary information about new committee members so that essential suitability checks can be carried out	02/12/2022
ensure that staff are able to recognise and respond to children's interests in their play	02/12/2022
ensure children have planned daily access to a stimulating outdoor area	02/12/2022
improve arrangements to ensure parental partnership is effective so that all parents receive up-to-date details regarding the setting, information about their children's next steps and how they can support their learning at home.	02/12/2022

Setting details

Unique reference number	107607
Local authority	Southwark
Inspection number	10258960
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	24
Number of children on roll	7
Name of registered person	Mustard Seed Christian Pre-School Committee
Registered person unique reference number	RP517591
Telephone number	07866620994
Date of previous inspection	21 September 2018

Information about this early years setting

The Mustard Seed Christian Pre-School registered in 1997. It is located in Herne Hill, in the London Borough of Southwark. It operates from rooms that are part of Herne Hill Baptist Church. The group opens for five sessions each week, Monday to Friday, from 9am to 3pm, during term time. There are four staff who work with children, three of whom hold relevant early years qualifications. The pre-school provides funded free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

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 and the inspector completed a learning walk together of all the areas of the nursery and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a joint observation of an activity together.
- The inspector reviewed documentation relevant to the inspection process.

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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