

Inspection of Ilford High Road Baptist Church Preschool

322 High Road, Ilford, Essex IG1 1QP

Inspection date:

15 November 2023

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

There are significant weaknesses in safeguarding arrangements as well as in leadership and management. This compromises the safety of children.

Leaders fail to ensure that staff in management positions can fulfil their roles and responsibilities. The staff team consists of temporary or agency staff that do not know the children well and are unable to provide what individual children need. Staff do not intervene when children present challenging behaviour or do not demand attention. Consequently, children play alone and do not learn how to take turns, share and interact with others.

Staff do not consistently reinforce what children need to do to keep themselves safe and manage their feelings. They do not intervene when children do not follow simple instructions. As a result, the messages that children receive are unclear. Staff do not support children to know when they must listen and what good listening is. For example, children do not focus or listen at carpet time and registration. This means children do not have a secure understanding of what is expected of them. Staff do not use effective strategies for engaging children. For example, staff tell children to stop running in the large hall; however, they offer no explanation or alternative activity. Adults allow poor behaviour, which leads to a chaotic environment that hinders children's learning.

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

- Leaders and managers fail to plan an effective curriculum or ensure that staff have the knowledge and skills they need to support children in their learning. The lack of clear intentions for children's learning means that children do not benefit from purposeful or challenging experiences that move them on to their next stage of learning. As a result, children, including those with funded places and those with special educational needs and/or disabilities (SEND), do not make the progress that they are capable of.
- Staff's interactions with children are poor. Some staff engage briefly but this is mainly to issue instructions for children's behaviour, often from across the room. They do not help children to sustain a conversation, challenge their thinking or introduce new vocabulary. This means that children do not benefit from good-quality interactions that support their developing communication skills.
- Leaders and managers do not have a clear understanding of how to support children with SEND and children who are learning to speak English as an additional language. There are not clear procedures in place to ensure that support is sought for children with emerging needs. Staff lack knowledge about each of the children; therefore, monitoring of children's progress is not robust. Consequently, children do not receive the meaningful support that they need to

progress.

- The key-person system is not fully embedded across the setting to meet individual children's needs. For instance, new children are not cared for by consistent key persons who know them the best. This does not promote the children's personal, social and emotional development, despite this being a focus for their learning. Children are unsettled and their emotional security is not supported.
- Leaders and managers do not ensure that staff understand the importance of recording information. Consequently, staff do not always record accidents and injuries that occur at the setting. Furthermore, parents are not always informed at the end of the session that an accident has occurred.
- Leaders have not effectively monitored staff, including the manager's practice, or acted promptly where improvement has been needed. This means staff do not know how to fulfil their role or understand how to keep children safe. Furthermore, leaders have failed to ensure that there is a named deputy in place who is able and equipped to fulfil their role and responsibilities. This means that children are not receiving the best teaching and care to meet their individual needs.
- Leaders and managers fail to notify Ofsted of events that may affect the suitability of the provider, such as intervention from other agencies. This results in Ofsted being unable to assess any impact on the safety and well-being of children that attend.
- Partnership with parents is not effective. Sufficient and important information is not always gathered to enable staff to meet the needs of the children.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not ensured that the designated safeguarding officer is equipped to fulfil her roles and responsibilities, as she has insufficient understanding of how to refer concerns to other agencies. Staff do not identify or remove hazards within the setting. Children are exposed to hazards, such as large accessible pieces of equipment that create an obstruction at the foot of the staircase that children use. Furthermore, the procedure for escorting children up and down the stairs does not promote children's safety. For example, children who are unfamiliar with stairs are, on occasions, left without a member of staff to support them.

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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take action to ensure that staff have secure, up-to-date knowledge of safeguarding issues and know how to identify and refer any safeguarding concerns appropriately and in line with local safeguarding partnership guidance	07/12/2023
provide an effective designated practitioner with lead responsibilities for safeguarding to provide support, advice and guidance to staff on an ongoing basis and on any specific safeguarding issues as required	07/12/2023
develop staff's knowledge and understanding of how to assess sources of support, advice and assessment for children with SEND, in order to take swift action where appropriate	07/12/2023
implement an effective key-person system to ensure that all staff know about children in detail and children are cared for by familiar staff	07/12/2023
ensure all staff have the skills, knowledge and understanding to manage children's behaviour appropriately	07/12/2023
implement a thorough and effective risk assessment that demonstrates prompt action is taken to remove or minimise risk to ensure children's safety at all times and to inform parents and/or carers of how risk is managed.	07/12/2023

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

	Due date
plan a suitably challenging curriculum that ensures activities are tailored to meet children's individual needs and what they need to learn next	07/12/2023

ensure the learning environment supports children's development in communication and language, promoting their listening, attention and speaking skills.	07/12/2023
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Setting details

Unique reference number	128470
Local authority	Redbridge
Inspection number	10307982
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	36
Number of children on roll	16
Name of registered person	Healthy Living Projects Ltd
Registered person unique reference number	RP523840
Telephone number	02085144284
Date of previous inspection	14 March 2018

Information about this early years setting

Ilford High Road Baptist Church Preschool registered in 1992. The pre-school employs two members of staff. Of these, one holds an appropriate early years qualification at level 3 and one holds a qualification at level 2. The pre-school receives funding to provide free early education for children aged two, three and four years. It is open each weekday from 9.30am to 12.30pm during school term time.

Information about this inspection

Inspector

Julia Crowley

Inspection activities

- This was the first routine inspection the pre-school 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector and manager carried out joint observations of group activities.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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