

Inspection of Christchurch Kindergarten @ Ascension

Church of the Ascension, The Avenue, WEMBLEY, Middlesex HA9 9QL

Inspection date: 21 November 2023

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 has been a significant decline in the quality of provision since the last inspection. Leaders do not fully ensure staff's suitability to work with children and keep them safe.

Staff plan an interesting, child friendly environment, with many worthwhile play experiences. However, they do not carefully think about what children already know and can do. Staff do not understand how to sequence children's learning, to help them practise and rehearse necessary skills.

Staff are poorly deployed. They do not prioritise the support they provide for children, including those with special educational needs and/or disabilities (SEND) and children who speak English as an additional language (EAL). Staff do not make use of the visual cues they have or get down to children's eye level to interact with them. As a result, children do not develop their attention and listening skills to help them make progress on their learning journey.

Staff do not use effective strategies to support children who struggle to regulate their behaviour, often lifting them from behind without any explanation. During snack time, some children are not well supported in how to take turns because staff do not use adequate interaction or communication to help them understand. Children do not sustain interest or concentration in their chosen play, becoming disengaged. Consequently, children do not develop positive attitudes to their learning.

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

- The provider does not keep all the required records about the vetting processes used to ensure the suitability of staff, including employment history or gaps in their employment. As a result, leaders are not able to demonstrate staff's suitability to work with children.
- The provider's processes to check the quality of provision are not embedded or effective. The provider does not identify gaps in leaders' and staff's knowledge and practice about the early years curriculum. Consequently, staff present incorrect information to children that is not targeted sufficiently to meet their individual needs or planned effectively for their stage of development. As a result, children do not gain the full benefit of the curriculum.
- Leaders do not ensure that staff are deployed to support children adequately in what they want them to learn. For example, 'bucket time' is used to help children to develop their attention and listening skills. However, the planning of this session fails to take into consideration the noisy environment, group size and the individual needs of children. This, together with staff who are not

knowledgeable about how to deliver this session effectively, results in children not listening or holding their attention.

- Not all parents know who their child's key person is, despite information being displayed. Staff are not deployed adequately in their role as key person. For example, staff often prioritise a rota-based approach over building bonds and relationships with children during important personal routines, such as nappy changing. Furthermore, key persons do not provide emotional support to children who are unsettled, passing them from adult to adult. This does not promote children's emotional well-being or confidence.
- The quality of teaching is weak. Staff do not adapt their approach to support the many differing and complex needs of the children who attend. There are instances when staff do not teach children adequately. For example, staff tell children to peel an orange when in fact it is a satsuma. On other occasions, staff simply do not interact with some children to engage them. This has a significant impact on children's progress, including children who speak EAL and children with SEND.
- Leaders form links with external agencies and have children's individual education plans in place. However, staff are not aware and do not know how to implement the support detailed in the plans to contribute to the children's learning journey.
- Staff plan some activities, indoors and outdoors, that children enjoy, such as playing in the fresh air. Children energetically join in with familiar action rhymes. They clap their hands, stretch their bodies, and stomp like an elephant, developing their large-muscle skills. This contributes to children's healthy lifestyles.
- Children practise appropriate handwashing routines after using the toilet and before sitting down to eat. This helps children to form healthy hygiene habits, which contributes to both their own and others' well-being.
- Parents report that they are happy with the setting and that their children are happy to attend.

Safeguarding

The arrangements for safeguarding are not effective.

Vetting processes are not robust enough to check staff's suitability to work with children. Leaders are not familiar with staff's employment history or gaps, as they are unaware of the application process that has been completed. This compromises children's welfare and safety. Staff conduct appropriate risk assessments.

Consequently, children access an environment in which they can safely play and explore. Staff understand their roles and responsibilities in managing welfare concerns about children and staff should concerns arise. Leaders ensure they maintain links with external agencies so that children remain safe. Staff supervise children adequately to keep them safe.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
make sure vetting processes for safe recruitment are fully completed to ensure staff's suitability to work with children	15/12/2023
improve strategies to support the coaching, guidance and monitoring of staff to help them improve their knowledge and practice, including knowing how to sequence children's learning and manage children's behaviour appropriately	15/12/2023
improve staff deployment so that children receive support and benefit from quality interactions to meet their individual learning needs	15/12/2023
ensure that an effective key-person system is implemented to help children build secure relationships and form links with parents	15/12/2023
make sure that curriculum planning and implementation are effective and ambitious so that children gain the knowledge and skills to become successful learners	15/12/2023
improve the programme for communication and language, to support all children, including those with SEND and those who speak EAL.	15/12/2023

Setting details

Unique reference number	EY494925
Local authority	Brent
Inspection number	10308536
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	26
Name of registered person	Christchurch Kindergarten Childrens Nursery Limited
Registered person unique reference number	RP900224
Telephone number	07962 003154
Date of previous inspection	14 March 2018

Information about this early years setting

Christchurch Kindergarten @Ascension registered in 2015. It is situated in Wembley, in the London Borough of Brent. The nursery is open weekdays, from 8am to 2.30pm, and operates during school term times. The provider receives funding to offer free early education for children aged two, three and four years. There are five members of staff, all of whom hold relevant early years qualifications.

Information about this inspection

Inspector

Seema Parmar

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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