

St Paul's Playgroup

Church Hall, Mill Road, Northumberland Heath, Erith, Kent, DA8 1HN



Inspection date	29 March 2018
Previous inspection date	21 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff create an inclusive environment where children learn to recognise, respect and value differences in themselves and others. Children hear and use a range of different languages and learn different ways to communicate, such as using simple sign language. Parents are welcomed and invited to contribute to the running of the group.
- Children who have special educational needs (SEN) and/or disabilities receive high levels of support. Staff work effectively with parents and other professionals to identify and provide the support children need to make good progress from their starting points.
- Staff place a high priority on supporting children's emotional well-being. They are kind and caring and respond sensitively to children. Children develop strong attachments to staff and develop positive relationships with each other. Younger children benefit from watching and copying older children. Older children are considerate and friendly to younger children.
- The leadership team communicates high expectations to staff and fosters a culture of continuous improvements for children's care and learning experiences.

It is not yet outstanding because:

- On occasions, the morning self-registration welcome session is not organised so that older children who are eager and ready to sit and concentrate are not disturbed by other children arriving, settling and playing.
- Staff have not received all of the support and coaching they need to fully implement the very new monitoring systems to further analysis and support the progress of different groups of children.

What the setting needs to do to improve further

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

- minimise any possible interruptions to older children's learning when other children are arriving, settling and playing
- enhance the level of support and coaching for staff so that they can swiftly implement the new systems to monitor children's progress, to further analyse and support the progress of different groups of children.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to the manager, staff and children at appropriate times. She looked at relevant documentation and checked evidence of the suitability of persons working on the premises.
- The inspector spoke to parents and looked at their written comments, provided by the playgroup, and took into account their views.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff keep their knowledge of child protection issues and procedures up to date. They have a strong understanding of their roles and responsibilities and the steps they must take to protect children. Rigorous recruitment, induction and ongoing checks ensure that staff are suitable to work with children. Staff take all necessary steps to keep the environment safe for children. Self-evaluation includes the views, compliments and concerns of parents, staff and other professionals and leads to a number of well-targeted improvement plans. There is good commitment to enhancing staff's professional development. Plans are in place for staff to undertake a qualification in early years at level 4, to further develop their practice.

Quality of teaching, learning and assessment is good

Staff are skilled teachers. They know what captures each child's interest and how to support their learning. They show younger children how to play imaginatively based on children's home experiences. They challenge older children to use their imagination to develop storylines into their play and to work in partnership with other children. Staff are playful and enthusiastic. Children laugh and have fun with them as they play. Staff effectively support children's communication and language skills. They continually introduce new vocabulary to children as they play. They ask older children questions that help them to develop their thinking skills and their awareness of number, shape and size. Parents who receive funding for two-year-old children comment on how well their children learn to play imaginatively and make good progress in their speaking.

Personal development, behaviour and welfare are good

Staff have high expectations of children's behaviour. Children behave well. They respond well to instructions, and they learn to follow rules, such as sharing and taking turns. Staff are effective in helping children to try new foods and develop healthy eating habits. They work with parents to identify and meet the specific needs of children who have allergies to certain foods. Staff focus well on engaging children in a stimulating and varied range of activities that helps them to develop the large and small muscles. Children benefit from being active outdoors. They develop their confidence and physical skills to use a variety of equipment safely, including wheeled toys, a slide and tunnels.

Outcomes for children are good

Children develop the skills they need for future learning and the move on to school. Children are motivated to play, learn and demonstrate what they know and can do. Older children show increasing control in using pencils to write recognisable letters and knives to cut fruit. They follow the rules to play large circle games and concentrate intently to complete challenges, such as controlling a computer mouse to move and click on items on the screen. They listen and contribute in group discussion to answer questions and recall events. Younger children show pleasure and pride in exploring and extending their abilities in experimenting using the resources available to them.

Setting details

Unique reference number	115376
Local authority	Bexley
Inspection number	1070152
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	43
Name of registered person	Parochial Church Council of St Paul's Church
Registered person unique reference number	RP523910
Date of previous inspection	21 October 2014
Telephone number	07752776226

St Paul's Playgroup registered in 1992. The playgroup is open Monday to Friday from 9am to 3pm. The playgroup employs seven members of childcare staff who hold appropriate early years qualifications at level 2 and 3.

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