

St John's RC Playgroup

Beacon Road, Bradford, West Yorkshire, BD6 3DQ



Inspection date

5 March 2015

Previous inspection date

12 March 2012

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children take turns, share resources and work cooperatively with each other very well. This is because all staff have high expectations of them. Consequently, children are developing the personal, social and emotional skills they need for the next stage in their learning, such as starting school.
- Children demonstrate that they feel safe, secure and happy at playgroup. This is because safeguarding is given a high priority and staff understand how to keep children safe from harm.
- Staff have a strong commitment to working in partnership with parents, which effectively contributes to children's care, learning and development. Parents speak highly of the playgroup and how their children are safe and happy and supported in their learning.
- Teaching is consistently good and children are making excellent progress in literacy and mathematics. This is because staff consistently monitor their progress and provide a good range of focused activities which challenge their learning.
- Management have effective systems to monitor staff practice. Staff are qualified and this knowledge is used effectively to meet the individual needs of all children.

It is not yet outstanding because:

- On occasions, children are not always encouraged to be independent, for example, by preparing their own snack and collecting their own cups and clearing them away.
- Staff occasionally miss opportunities to further enhance younger children's communication and language development through not giving them enough time to respond to questions during activities.

What the setting needs to do to improve further

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

- extend the already good opportunities for children to be independent, for example, by encouraging them to select their own cups and plates and to prepare their own snack.
- strengthen staffs' understanding of the importance of giving children time to respond to their questions to enable them to further develop their communication and thinking throughout all activities.

Inspection activities

- The inspector observed play and learning activities.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector completed a joint observation of practice with the manager.
- The inspector carried out a meeting with the manager and checked and discussed a range of policies and procedures.
- A range of documents were inspected including observations, assessments and planning.
- The inspector took into account the views of parents spoken with on the day.

Inspector

Kate Banfield

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All staff interact well with the children and effectively promote their learning. For example, when in the garden, children line up for a race on the wheeled toys. Staff promote good mathematical language as they talk about first, second and third as children position themselves at the line. Children listen attentively to staff and follow the instruction 'on your marks, get set, go'. They move across the playground with ease showing that they are developing their physical skills well. In addition, children easily recognise the letters in their own name and also their friends names. This is because staff provide focused activities that help children to follow the sequence of letters, recognise the sounds of individual letters and practice writing them. This prepares them well for their future reading and writing. Children's skills in thinking are well supported as staff join in their play and ask them questions. However, on occasions staff do not give enough time for children to respond fully to their questions. All children are making good progress in their learning and some are making very good progress relative to their starting points. Staff swiftly identify any gaps in children's development, which ensures positive outcomes for them.

The contribution of the early years provision to the well-being of children is good

Children are emotionally secure, confident, and behave well in the playgroup. This is because staff work with parents to establish the unique characteristics of their children before they start at playgroup. Staff are very responsive to children's individual needs, interests and temperaments. The children show confidence as they participate in group time and talk about who they have come dressed as for a book event. Excellent hygiene practices are in place and daily routines support children in developing their self-care skills. For example, they find their own coat, put on their own boots and learn to use the toilet independently. These practices mean children can attend to their own personal care needs when they move on to school. However, on occasions, children are not always encouraged to be independent in preparing their own snack, collecting their own cups and clearing them away.

The effectiveness of the leadership and management of the early years provision is good

The manager fully understands her roles and responsibility in meeting the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. All staff have a good knowledge of the potential signs of abuse and neglect and how to keep children safe. Staff are supported in their work with the children and their professional skills are well developed through regular one-to-one meetings with the manager. This has a positive impact on the care and education of the children. When children are moving to school, new teachers are invited into the playgroup to meet them and their key person. This supports a smooth step from the playgroup to the next stage in their learning. The manager evaluates the provision thoroughly by including parents and all staff in identifying what they do well and what they need to develop. This is further

supported by a very active committee and ensures an effective service for children and families.

Setting details

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|------------------------------------|----------------------------------|
| Unique reference number | 301987 |
| Local authority | Bradford |
| Inspection number | 867347 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 20 |
| Number of children on roll | 20 |
| Name of provider | St John's RC Playgroup Committee |
| Date of previous inspection | 12 March 2012 |
| Telephone number | 01274574750 |

The St Johns RC Playgroup was registered in 1993. The playgroup employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday during term time only. Sessions are from 8.50am until 11.50pm. The playgroup provides funded early education for three- and four-year-old children.

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