

St John's Church Playgroup

St. Johns Church, Danson Lane, Welling, Kent, DA16 2BQ



Inspection date	28 June 2017
Previous inspection date	23 March 2015

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

- The standard of teaching is consistently good. Staff state that the well-qualified manager supports them effectively to develop their skills further. For example, she supervises them well and provides good-quality feedback on their interactions with children.
- Staff get to know the children extremely well and build close and caring bonds. They provide plenty of praise for children, helping them to recognise what they are doing well. This boosts the children's confidence and self-esteem, and assists them in understanding what is expected of them. Children's behaviour is good.
- Partnerships with parents are effective. Parents give extremely positive feedback about the standard of care and education provided. They say that they receive a very good range of information about their child's development and how they can further support their learning at home.
- Children make good progress from their various starting points. This includes children who are in receipt of additional funding, those who have special educational needs and/or disabilities and children who have English as an additional language.

It is not yet outstanding because:

- Staff gather a good range of information about children's individual interests. However, they do not consistently take account of this when planning nursery topics or activities for the group.
- The manager and staff accurately track the development of individual children. However, this information is not used as effectively as possible, to identify any differences in the progress made by 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:

- use information about children's ideas and interests effectively, to enhance opportunities for them to explore their own ideas and experiences, and make links in their learning
- continue to develop systems for comparing the progress made by different groups of children, to help identify and close any gaps in their learning.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager. She also explored the views of the provider, staff and children during the inspection.
- The inspector had discussions with a selection of parents and looked at samples of their written feedback, and considered their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of child protection issues. They know how to report any concerns they may have to the appropriate authorities. Robust recruitment procedures help to ensure that staff and volunteers are suitable to work with children. Staff make the most of opportunities for professional development, such as through further training. For instance, they have acquired a range of skills which enables them to support children who have special educational needs and/or disabilities very effectively. Leaders regularly reflect on the quality of the provision. They actively seek the views of parents, staff and other professionals, such as their early years advisor. This helps to ensure that the improvements they make have a positive impact on the service and improve outcomes for children.

Quality of teaching, learning and assessment is good

Staff observe children closely and regularly assess their development, to find out what they need to learn next. Where there are gaps in individual children's learning, these are quickly identified and plans are made to help them catch up. Staff work extremely effectively in partnership with parents and, where appropriate, other professionals. This helps to secure highly positive outcomes for children. Children learn about different jobs and occupations. For example, in the role-play area children pretended to be hairdressers and receptionists. They explored how to use the resources to style hair and used a toy computer to 'record' appointments. Children benefit from taking part in group activities each day. Staff skilfully differentiate their planning for each group and provide activities that are suitable for each child's individual stages of development.

Personal development, behaviour and welfare are good

Children display high levels of independence when carrying out activities and seeing to their own personal needs. For example, they decide when they need a snack and serve themselves fruit and drinks. Children learn to enjoy healthy lifestyles. For instance, they enjoy fresh air and exercise in the nursery garden and on outings to the nearby country park. Staff act as extremely positive role models for children. For example, they encourage them to be kind and to think about the feelings of others. Children develop good relationships and show concern and care for each other. For instance, they asked after their friends who were absent that day and helped each other to find resources.

Outcomes for children are good

Children acquire a good range of skills which supports the next stages of their development, including being prepared for starting school. They become confident in their early writing skills and begin to link letters to the sounds that they make. Children learned about size, shape and symmetry, such as when they created and decorated a pair of 'flip-flops' in the creative area. They develop an awareness of different people and communities, and they sing their welcome song in different languages each morning.

Setting details

Unique reference number	115370
Local authority	Bexley
Inspection number	1089146
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	51
Name of registered person	The Parochial Church Council of the Ecclesiastical Parish of St John's Welling
Registered person unique reference number	RP905763
Date of previous inspection	23 March 2015
Telephone number	0208 3031107

St John's Church Playgroup registered in 1992. The playgroup is situated in the London Borough of Bexley. The playgroup is open Monday to Friday from 9am to midday, and also offers an afternoon session from midday to 3pm on Mondays. It operates during term time only. There are seven members of staff. The manager and another member of staff hold qualified teacher status. Two members of staff have a relevant childcare qualification at level 5, and two at level 2. The nursery promotes the Christian faith in its practice and ethos. The setting is in receipt of funding to provide free early education for children aged two, three and four years.

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