

# St John's RC Playgroup

Beacon Road, Bradford, West Yorkshire BD6 3DQ



<b>Inspection date</b>	4 October 2018
Previous inspection date	5 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of 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

### The provision is good

- The manager and staff are committed to providing the best quality learning environment and experiences they can for all children. The manager has an accurate view of the quality of the playgroup and values the views of parents and staff to help identify areas for further development.
- Children acquire good language skills. Staff skilfully interact with children, including those who are bilingual. They match their conversation to individual children's understanding and help them to develop new vocabulary. Staff use questions well and leave plenty of time for children to respond. This helps to develop children's thinking skills.
- Staff develop good partnerships with schools and other professionals. They share information about children's interests and achievements, and welcome teachers to visit children who are about to move into school. This effectively helps to promote children's continuity of learning. Children make good progress.
- Overall, staff develop effective partnerships with parents, who are very complimentary about staff and the quality of care and education that they offer to their children. Parents feel their children are, 'Happy, safe and are loved' at the playgroup.
- Staff are kind and empathetic. They support young children's behaviour positively and successfully help them to understand what is expected of them. Children's behaviour is good. Staff support their emotional well-being effectively.

### It is not yet outstanding because:

- The manager does not consistently analyse information about groups of children's achievements and evaluation of staff's practice to raise the quality of teaching even further.
- Staff do not gather consistent information from parents about their children's prior development, to support them in identifying children's achievements that help tailor their learning accurately from the outset.

## What the setting needs to do to improve further

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

- analyse information about the progress of different groups of children to help identify where practice can be improved even more, to help raise children's achievements further
- gather consistent information from all parents to include children's prior knowledge and skills when they start at the setting, to help tailor their learning from the start.

### Inspection activities

- The inspector held meetings with the manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager and discussed the playgroup's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and the written views of other professionals.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Kate Banfield

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are trained in child protection. This helps to strengthen their knowledge and they remain up-to-date with changes in legislation. Staff understand the appropriate action to take if they are concerned about the welfare of a child or the behaviour of a colleague. All staff are trained in first aid and effectively identify any potential risks to children. They ensure that any accidents are recorded and action is taken to prevent any reoccurrence. The manager implements good induction procedures and provides regular coaching and support as she works alongside the team. Staff feel well supported. In addition, regular team meetings effectively help staff to understand their role, overall.

### Quality of teaching, learning and assessment is good

Children are motivated and curious learners. Staff are qualified, they skilfully join in children's play and provide a good variety of activities that helps children to learn. They complete regular observations of children's play and make accurate assessments of their learning. Staff identify any gaps in children's development and successfully provide additional support to help them catch up quickly. Young children purposefully explore the remote-control cars. Children confidently switch them on and make them work. Staff skilfully introduce directional language to help children navigate the space. Children show pleasure and self-esteem as they use the technology to move the cars in the right direction, controlling them to move fast and slow. Staff skilfully use singing to help children work together and think about shapes. Children enthusiastically join in singing, showing a good knowledge of number songs and rhymes. Staff playfully state the numbers out of sequence. Children are enthused and count correctly to order the currant buns. Staff effectively extend young children's mathematical understanding as they help them identify the written numbers as they sing.

### Personal development, behaviour and welfare are good

Staff provide a stimulating, well-resourced learning environment that supports children's individual choices. Children are settled in the playgroup and spend time outside each day. Children develop their good physical skills. They ride on wheeled toys and climb confidently, pulling their bodies up to the top of the pirate ship, showing strength, coordination and persistence. Children manage their own self-care as they wash the germs off their hands after being outside. Children independently pour their own drinks and serve themselves healthy snacks. Staff support children's physical well-being effectively.

### Outcomes for children are good

Children work well in small groups. Young children persist as they roll out the dough and cut out shapes with good hand control and strength. Older children are motivated and confident. They recognise their own name and identify the letters that their names begin with. Children gain a range of good skills to support their move on to the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	301987
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10070054
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	St John's RC Playgroup Committee
<b>Registered person unique reference number</b>	RP902135
<b>Date of previous inspection</b>	5 March 2015
<b>Telephone number</b>	01274 574 550

St John's RC Playgroup registered in 1993. The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday during term time only. Sessions are from 8.50am until 11.50pm. The setting provides funded early education for three- and four-year-old children.

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