

# Holy Redeemer Playgroup

The Holy Redeemer, Days Lane, Sidcup DA15 8JX



<b>Inspection date</b>	1 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The provider fails to ensure children have daily opportunities to play outside as required.
- The manager does not provide targeted supervision and coaching for staff. As a result, their professional development is not well supported and the quality of teaching is variable.
- Staff do not share much information with parents about their children's learning or actively work in partnership with parents to support children's development.

### It has the following strengths

- Children have access to a large hall which is well set out with defined areas for children's play.
- Older children spend time working in small groups with a qualified teacher, developing their literacy and mathematical skills to prepare them for the move to school.
- Staff are sensitive to children's family circumstances. Children's emotional needs are well supported as staff work closely with parents.
- Children confidently make choices about their play and follow their interests. Staff involve children in decisions about the activities available at each session.

## What the setting needs to do to improve further

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

	Due date
monitor staff practice and provide effective support to improve staff teaching skills	29/03/2019
provide opportunities for children to participate in outdoor activities on a daily basis.	29/03/2019

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

- improve the partnership with parents by providing regular opportunities to share information about their children's progress.

### Inspection activities

- The inspector carried out a joint observation of children's learning with the manager.
- The inspector observed activities and staff interactions with children throughout the session.
- The inspector spoke with parents and took account of their views.
- The inspector spoke with staff and viewed children's records.
- Discussions took place with the manager throughout the session.

**Inspector**  
Anita Rickaby

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a working knowledge of the signs that may indicate a child is at risk from harm. Children are kept safe. For example, appropriate safety precautions have been put in place while building work is undertaken on the premises. The smooth running of the setting is underpinned by written contracts, policies and procedures which are available for parents to read. The manager has a good understanding of what constitutes high-quality teaching, but does not schedule time to regularly observe and identify issues with staff deployment or performance.

### Quality of teaching, learning and assessment requires improvement

Children have access to a range of age-appropriate toys and equipment to support their learning. Staff set out a choice of activities at the start of each session and change them after snack time to keep children interested and engaged. Children develop a love of books and reading. They enjoy sharing books with staff in the quiet book area. Children confidently use mathematical language during their play. For example, when making play-dough cakes, they describe how to cut them in half. Children's language skills are well supported. Staff engage children in conversations during their play and parents comment that children's vocabulary develops quickly when they start at the setting. Staff accurately identify the next steps for their key children's learning but are not proactive in ensuring that children receive the support and challenge they need as they participate in their chosen activities.

### Personal development, behaviour and welfare require improvement

Staff are warm and caring. They quickly get to know children and help them settle well. Children happily join in with activities and laugh excitedly as they join in playing with foam with a staff member. Children quickly learn independence skills. They help to tidy away activities and are supported to wash their own hands before snack time. Children are well behaved. When minor disagreements happen, staff quickly step in and support children to share. Children learn about keeping fit and healthy. Staff encourage them to notice the changes in their breathing and heartbeat as they take part in physical games in the hall. Opportunities for children to learn about nature and play in the fresh air are limited as they are not taken outside on a daily basis. Staff work closely with parents to meet children's care needs. For example, they give advice and support with toilet training.

### Outcomes for children require improvement

Children arrive at the setting eager and ready to learn. They part quickly from their parents and settle into group activities. Progress checks are initiated when children first start attending. Children's key persons use the checks to identify children's interests and the next steps for their learning. Key persons know their children well. However, children do not always make the progress of which they are capable because the staff team does not consistently focus on what each child needs to learn next, when planning activities and interacting with them.

## Setting details

<b>Unique reference number</b>	EY541501
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10089938
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	The Parochial Church Council Of The Ecclesiastical Parish Of Lamorbey, The Holy Redeemer
<b>Registered person unique reference number</b>	RP541500
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07739233431

Holy Redeemer Playgroup re-registered in 2017. It is based in the Holy Redeemer church in Sidcup. It operates Monday to Friday from 9.15am to 12.15pm, during term time only. There are 10 staff working in the playgroup. Of whom, four staff are qualified to level 3 and one holds qualified teacher status. The playgroup receives funding for the provision of free early years education for children age three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

