

# Inspection of Holy Redeemer Playgroup

Holy Redeemer Church Hall, Days Lane, Sidcup DA15 8JR

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Inspection date: 18 May 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

All children enter the setting confidently. Children who were less settled on returning to nursery following COVID-19 (coronavirus) restrictions separate well from their parents. They know their surroundings and settle with familiar staff. Children master new knowledge and skills through a well thought out curriculum and rich learning opportunities. Staff make good use of resources, all of which must be packed away after each session, to provide enjoyable and challenging learning experiences. They skilfully build on children's prior knowledge and learning. For example, children recall previous learning about sunflowers as staff share a book with them. They confidently tell staff that sunflowers start as seeds and then grow big roots at the bottom that stop them from falling down. This shows that they have remembered concepts from a previous seed-sowing activity. Most children, including those with lower starting points than others of the same age, focus well during activities and progress well. They learn how to behave well. For example, they share resources and more confident children support others to find their places and name tags at snack time.

### **What does the early years setting do well and what does it need to do better?**

- The current managers are very reflective and have met the actions set at the last inspection. Recruitment processes and the induction of new staff are effective. Managers ensure staff benefit from regular supervision, training and ongoing support to improve their effectiveness. The team works seamlessly together to monitor children's progress and ensure any gaps in their learning are identified and closed.
- Managers have clear aims for the curriculum and what they want children to learn. They identified that many children prefer to be outdoors following their return to nursery. Staff focus on children's personal social and emotional development as children learn to play amicably together again and explore the outdoor space. Children enjoy the physical challenges of using wheeled toys while others show a keen interest in bugs and insects. Staff have reinforced and extended their learning during various activities, which included building a bug hotel.
- Staff know their key children well. They build on children's learning from their starting points and know what they need to learn next. Staff are realistic about children's successes. They reflect to ensure all activities still meet children's needs and help them to develop new skills and knowledge. They have maintained good contact with parents throughout the pandemic, so understand what children need to learn now to ensure their continued progress.
- Staff help children to recognise and share their emotions and learn to value and respect themselves and others. Children develop a positive sense of self-worth and learn how to follow the expected rules for good behaviour. They learn about

the world around them as they explore resources and the outdoor environment. Sometimes, staff do not encourage older children to concentrate as well as possible during some activities, to help prepare them for their future learning.

- Staff implement the curriculum for children's communication and language development well, including for those with language delay. They sing songs, tell stories, play games and ask questions, to encourage all children to think and respond. Children enjoy small group activities where they identify animals on pictures cards. Very occasionally, some staff do not encourage them to use or repeat words during their play experiences, to further encourage their language abilities.
- Staff and managers work well with parents to meet children's learning and development needs, at home and at nursery. They continually look at ways to keep parents informed about their children's experiences while they are not allowed into the setting. They speak with them regularly about their children's development. Staff follow the advice of any outside professionals to ensure children receive the right support and are ready for the next stages in their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of child protection issues. They use regular training and updates to ensure their knowledge remains current. Staff are confident about how to escalate child protection concerns within the setting and beyond, if necessary. Managers have created a safe, secure, and hygienic environment for children. For example, the hall remains secure from other users of the premises and staff are vigilant regarding children's health and safety. They help children to learn about keeping safe. For example, they help them to understand how to respond in an emergency and teach them to sit properly on chairs at snack time.

## **What does the setting need to do to improve?**

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

- plan further ways to encourage staff to help older children concentrate on what is happening during everyday activities to enhance their learning opportunities
- provide even greater focus on helping all staff to implement the curriculum aims for developing children's communication and language skills.

## Setting details

<b>Unique reference number</b>	EY541501
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10136879
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	42
<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>Telephone number</b>	07714516441
<b>Date of previous inspection</b>	10 December 2019

## Information about this early years setting

Holy Redeemer Playgroup re-registered in 2017 and is based in the Holy Redeemer Church, Sidcup. The playgroup operates every weekday from 9.15am to 12.15pm, during term time only. The provider employs nine members of staff, four of whom hold relevant childcare qualifications at level 3 or above. One staff member holds qualified teacher status. The playgroup receives funding to provide free early education to children aged two, three and four years.

## Information about this inspection

**Inspector**  
Stephanie Graves

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The managers and the inspector completed a learning walk together.
- The inspector carried out a joint observation of an activity with a manager and sampled documentation.
- Children spoke to the inspector about their play and interests, including playing with snails in the bug hotel.
- Parents shared their views with the inspector about the quality of provision for their children.

We carried out this inspection 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.

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