

Inspection of Clifton Methodist Playgroup

Clifton Methodist Church, Lister Street, ROTHERHAM, South Yorkshire S65 2AX

Inspection date:

13 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this nurturing and inclusive playgroup. The experienced staff welcome children warmly and with personal greetings that are uniquely tailored to each child's needs. They show that they know children extremely well. Young children very confidently follow routines that support them to feel secure. For instance, they find their name cards, with help if needed, and place these on the wall with pride. When staff read out who is present, they include adults. This helps children to learn and remember the names of other children and the adults.

All children receive exceptionally high levels of support, including those children with special educational needs and/or disabilities. Staff have high expectations of children and go to great lengths to ensure that they reach their potential. When staff identify any gaps in children's learning and development, they swiftly plan one-to-one interventions. They work with other professionals and parents extremely well. For example, staff provide one-to-one support daily for children whose speech is delayed and actively involve all of those who are involved in their care. This helps to ensure that all children make rapid progress from their starting points in learning. Staff are wonderful role models and demonstrate a consistent approach. Children's behaviour is exceptionally good, relative to their ages. For example, they show very good manners, and respect and kindness towards each other. They learn to sign 'please', as well as using polite words. Children are eager learners who concentrate very well during activities.

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

- The aspirational leadership team is committed to, and passionate about, providing high-quality education for children. Staff reflect on where improvements are needed and ensure that any changes are made in consultation with parents. One example of this is when parents' opinions were gathered to inform the choice of an online system to record children's learning and experiences. The support from the ambitious management committee is exceptionally strong.
- The whole playgroup team shares a vision for supporting children to achieve their curriculum goals. These include children becoming confident communicators, compassionate citizens, awesome athletes, amazing artists and proud performers. Staff consistently provide a curriculum which builds on what children know and can do to help them achieve these goals.
- Staff meticulously plan to meet individual children's needs and interests. They collect information about what children can do and their preferences from the start. Staff observe children's play closely and build carefully on what they already know, offering significant levels of challenge. For instance, when children play with natural materials, staff identify that some children recognise

particular numbers. They focus clearly on what children need to learn next and share this information with each child's key person.

- Parents speak highly of the amazing support which staff provide for their children and the whole family, especially during difficult times. Staff invite carers into the group to contribute their unique expertise, such as when children share food to mark particular cultural celebrations. Parents greatly enjoy open days with their children at the playgroup. There is a strong two-way exchange of meaningful information to help children to flourish.
- Children eagerly have a go at a wealth of exciting and challenging activities, indoors and outside. For instance, they delight in using mirrors to look at their features. They concentrate well as they create pictures using dough to represent their faces. Staff introduce new vocabulary and provide an ongoing commentary. They talk to children about their unique characteristics. This helps children to understand about similarities and differences between themselves and others.
- Children have many opportunities to find out about the community in which they live. Staff invite visitors to the playgroup, including musicians and nurses. Children regularly take part in community events, such as the harvest festival on site.
- Staff encourage children to develop a great love of books. They skilfully select stories that children enjoy, and repeat these so that they can remember them and join in. Children enjoy learning the song of the week. Staff repeat songs to build children's self-esteem, so that they eagerly join in with words and actions. This helps children to practise their early literacy skills. Children and parents delight in sharing story bags that include books, props, activities and guidance. This helps to continue children's learning at home.
- Children develop an excellent understanding of the world around them. For example, they observe with wonder the life cycle of butterflies first hand. Children plant and help to care for peas and peppers, and harvest and taste their produce. This helps them to find out where foods come from.
- The whole staff team prioritises the development of children's speaking and listening skills. Managers expertly devise programmes that support individual children to become confident 'tiny talkers'.
- Staff feel that their well-being is supported wonderfully well. Managers use supervision very effectively to identify staff's individual needs for support and training, and to make sure that staff are enabled to progress professionally. They focus on what staff need to know and do to provide wonderful learning opportunities for all children. This helps to ensure that the quality of education is consistently outstanding.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete regular safeguarding training to maintain their robust understanding of how to recognise possible signs of abuse. Managers and staff know exactly what actions to take in response to any welfare and child protection concerns. Staff are fully informed about local and national issues, such as the

'Prevent' duty. Managers use comprehensive and rigorous recruitment processes to help ensure that staff are suitable. They carry out ongoing checks of staff's suitability. Staff supervise children vigilantly during their play, and identify and address any potential hazards in the environment. Children learn to look after themselves, while tackling physical challenges safely outdoors.

Setting details

Unique reference number	303214
Local authority	Rotherham
Inspection number	10131551
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	43
Name of registered person	United Methodist Church Clifton Committee
Registered person unique reference number	RP909084
Telephone number	07458305216
Date of previous inspection	1 February 2016

Information about this early years setting

Clifton Methodist Playgroup registered in 1987. The playgroup opens from Monday to Friday, during term time. Sessions are from 8.30am to 11.30am and 12.30pm to 3.30pm. It provides funded early education for two-, three- and four-year-old children. The playgroup employs five members of staff, all of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the provider.
- The manager and deputy manager completed a learning walk with the inspector. They discussed the intent for their curriculum with the inspector.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to a number of parents and took account of their views. She spoke to children at appropriate times throughout the inspection.
- The manager, deputy manager and the chair of the management committee met with the inspector to talk about self-evaluation and leadership of the setting. Staff also spoke with the inspector at various times throughout the inspection.
- The inspector observed the quality of education during activities and assessed the impact of this on children's learning.

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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