

# Inspection of Christ The King Playgroup

Christ The king School, Meadway, Wavertree, Liverpool, Merseyside L15 7LZ

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Inspection date: 10 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are wonderfully happy and well settled at the playgroup. They separate from parents easily and are eager to engage in play and learning. Staff get to know children very well and are alert to their individual needs. They form strong bonds with children, which in turn helps children to feel safe and promotes their emotional well-being. The manager focuses strongly on promoting children's mental health and teaching them to identify and regulate their emotions. Children confidently talk about what makes them happy or sad and can communicate their feelings to one another. Staff are good role models. They teach children about the importance of sharing, turn taking and being considerate. Children are very kind to their friends and behave well.

Communication and language development is a strength at the playgroup. Staff support children to engage in back-and-forth conversations and ask thought-provoking questions. Children learn British Sign Language, follow a visual timetable and use now and next boards. This is particularly helpful for those children who speak English as an additional language and those who need additional support when communicating verbally. Staff teach children prepositions and adjectives to further enhance their wide vocabulary. Children are making good progress and are confident communicators.

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

- The manager is very knowledgeable and has a good understanding of the different ways that children learn. She plans a well-sequenced and flexible curriculum that builds on children's existing skills. Staff consider what children already know when planning what they need to learn next. This helps to ensure that all children are well prepared for the next stage in their development.
- Support for children with special educational needs and/or disabilities (SEND) is well embedded. The special educational needs and disability coordinator (SENDCo) is very experienced. She uses her knowledge and skills to swiftly implement targeted support for children who are at risk of falling behind. The SENDCo makes timely referrals and works closely with outside agencies to ensure children receive the support they need. Children with SEND make good progress from their individual starting points.
- Literacy development is promoted well at the playgroup. Children have access to a wealth of books, print and mark-making equipment. Staff read to children throughout the day and encourage them to discuss the stories they hear. However, some large group story times are not always organised well enough. They are too long for some children and the group size is too large. Consequently, some children lose interest and become distracted, hindering their attitude to learning.

- Children enjoy exploring the exciting outdoor area. They show a great deal of perseverance and determination when using the climbing wall and monkey bars. Children demonstrate good balance and control when using the scooters and bicycles, carefully navigating the obstacles in their path. The daily exercise helps to strengthen children's large muscles and improves their overall physical development.
- Staff teach children about similarities and differences between themselves and others. They read stories about different family dynamics and celebrate festivals that are unique to children. Children collect food for the local food bank, which promotes discussion about people who are less fortunate than themselves. This helps to broaden children's understanding of the world and prepare them for life in modern Britain.
- Parents are included in children's learning from the beginning. Staff collect information when children first start about what they already know and can do. This helps them to plan appropriate learning experiences from the start. Parents are updated about children's development each week and receive ideas of how they can extend learning at home. This holistic approach contributes to the good progress children make.
- The manager is truly dedicated to the playgroup. She ensures staff feel happy and supported in their roles. Staff have supervision meetings each term and access professional development opportunities, such as training. The manager provides some general feedback on their practice. However, it is not always specific enough to help staff improve their skills and knowledge even further and raise the quality of education to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- review the organisation of large story times to help all children remain engaged in purposeful learning
- provide staff with more specific feedback on their practice to improve their knowledge and skills further.

## Setting details

<b>Unique reference number</b>	322471
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10307844
<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>	3 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Christ The King Playgroup Committee
<b>Registered person unique reference number</b>	RP907491
<b>Telephone number</b>	0151 722 8834
<b>Date of previous inspection</b>	6 March 2018

## Information about this early years setting

Christ The King Playgroup registered in 1983 and is situated in Liverpool. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The provider holds qualified teacher status. The playgroup opens from Monday to Friday during term time only. Sessions are from 8.55am until 3pm. The playgroup provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Kayte Farrell

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the playgroup.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing while at the playgroup.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several parents during the inspection and took account of their views.

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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