

Inspection of Christ Church School Playgroup

Christ Church C of E Primary School, Derwent Road, LANCASTER LA1 3ES

Inspection date: 9 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 happily enter this home-from-home setting, eager to start their day and explore the resources. They are warmly greeted by staff who meet them at the door. Staff talk to children and encourage them to share any news they may have with their friends. This helps children to settle and feel secure. The curriculum is well thought out and helps children to develop new skills and build on their overall development. Staff adapt activities to support the needs of younger and older children. The curriculum is ambitious for all children. It supports children to revisit concepts and have positive attitudes to learning. All children make good progress in preparation for school.

Staff are positive role models for children. They are deployed well throughout the setting and join in with children's play. They guide, support and encourage children as they play. For example, they talk with children about the different shapes they can see as they use moulds in the dough. Children's behaviour is supported well. Staff give consistent messages so that children understand expectations. For example, staff play a special song which is a sign for children to work together and to tidy things away. Children's achievements are celebrated. For example, staff take photos of children's models and give lots of praise. This promotes children's confidence and levels of self-esteem.

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

- The well-planned curriculum gives children different opportunities to lead their own play and learn new things. For example, children work together and use construction blocks to build tall towers and large structures. Staff talk with children about what they are making. However, staff do not always ask children questions which help them to think about problems and find solutions. As a result, children's critical thinking skills are not consistently promoted.
- Staff plan a range of activities which help children to think about the world. For example, children visit the local park and experience the changing seasons. Children enjoy exploring special days throughout the year, such as Chinese New Year, Eid and Easter. This helps children to understand that there may be people different from themselves and helps them to prepare for life in modern Britain.
- Communication and language are supported well throughout all times of the day. Children enjoy story times, singing and talking with others as they play. For example, children talk with one another as they play in the role-play shop. They pretend they are buying pizza, talk about the toppings they would like and pretend to exchange money. These opportunities help children to communicate their needs and build their confidence when speaking to others.
- Children with special educational needs and/or disabilities are supported well. Staff identify if children need support through consistent observations and

assessments. Staff are quick to seek guidance and make referrals to other professionals. Children who are in receipt of funding are supported well. For example, funding is spent on resources which support children's natural interests. This helps children to be engaged and interested in play and learning.

- Children are beginning to explore the importance of healthy lifestyles. For example, they enjoy riding bikes outdoors, play with a dentist kit to help them understand about good oral health and enjoy a range of healthy snacks. Children are encouraged to build their independence. For example, they go to the bathroom by themselves and wash their hands before they eat. These opportunities help children to develop good levels of self-care and build their independence.
- Parent partnerships are good. Staff invite parents to contribute to processes of assessment and consistently share information about children's needs. Parents share that staff are 'lovely' and children enjoy 'a wide range of activities'. However, staff do not consistently share ideas for home learning. This means that parents are not always aware of how they can support and extend children's learning at home.
- Links with local schools are established. Teachers are invited into the setting so that staff can share information about children and discuss children's individual needs. These partnerships help children to settle as they move on to school.
- The staff team is led by an experienced and knowledgeable manager. She supports staff through inductions, supervisions and staff meetings. Staff share that they feel supported by the manager and enjoy working as a close-knit team. This has a positive impact for children, as staff share the same vision for the children in their care.

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:

- provide children with more time to explore and solve problems, in order to help develop their critical thinking skills
- enhance partnerships with parents further and consistently support home learning, so that parents can complement children's learning at home.

Setting details

Unique reference number	309271
Local authority	Lancashire
Inspection number	10311958
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	16
Name of registered person	Christ Church School Playgroup Committee
Registered person unique reference number	RP518552
Telephone number	07779 660 581
Date of previous inspection	17 April 2018

Information about this early years setting

Christ Church School Playgroup registered in 1993. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The playgroup opens from Monday to Friday, 8.30am until 4pm, during term time. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Elisia Lee

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 provider.
- The manager joined the inspector on a learning walk and spoke to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and deputy manager about the leadership and management of the setting.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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