

# Inspection of St Josephs Playgroup Ltd

83 Plaistow Lane, BROMLEY BR1 3JF

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Inspection date: 21 February 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 enjoy coming into the welcoming environment, and they are happy and excited to see the staff and other children. Staff reassure parents. Children choose from a variety of activities set up to capture their interests. Staff help children to follow the routines well and move safely between areas within the playgroup. Children talk to staff about their needs and come to them for comfort and help when needed.

Staff plan activities to encourage children's identification of shape. Older children pick up shape cards and name the shape. Staff ask children questions, encouraging them to develop their learning further by describing the features of different shapes. Children can say how many sides and corners shapes have. Children remain focused during their play and use the shapes to make artwork. Children create houses and cars. They put two semi circles together to make a wheel.

Children's communication and language development is prioritised. Staff know the children well and highlight where they may need extra support. Some children have additional activities planned to support children's language development. They participate in an intervention group. Staff role model language by extending children's sentences and asking questions. Children are given extra time to respond and offered key vocabulary to support them with their answers. This helps children to be more confident when speaking in small groups.

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

- Leaders plan a broad and balanced curriculum that prepares children well, overall, for the next stage in their learning. Children are provided with opportunities to thread beads, use tweezers at the investigation station and use scissors to cut paper. Staff recognise that children need to develop their fine motor skills to build muscles needed for early writing.
- The support put in place for children with special educational needs and/or disabilities is excellent. The special educational needs coordinator and manager understand the importance of early intervention. They work with external agencies to create clear actions that support children's developmental goals. Staff use Makaton signs to enhance children's communication. Furthermore, they support parents with training and strategies for use at home.
- Staff encourage children to manage their personal needs confidently. Children can find their own belongings and tell staff when they need to go to the toilet. At mealtimes, children pour their own drinks, get their own lunch bags and self-serve. Children scrape food from flasks onto their plates using serving spoons. As such, children develop high levels of independence.
- At times, children become frustrated and upset when playing with their peers.

Staff are quick to respond to children's needs. They tell children their behaviour is inappropriate and take action to ensure that children remain safe. However, staff do not always talk to children about why their behaviour is not appropriate and how this impacts upon others, to deepen their understanding.

- Children form strong relationships with their peers and staff. Children talk to each other during activities. They make play dough models of cakes and doughnuts and describe what they have made. Some children choose adult-led activities that encourage them to concentrate for longer periods of time, such as water play, where they fill and empty containers. Although children remain engaged, not all staff focus their interactions sufficiently on their individual key children's learning, to support their good progress even further.
- Parents are very complimentary of the staff. They say they are caring, nurturing and approachable. Parents feel fully supported by staff, who keep them up to date about their child's next steps. Staff provide parents with resources to support children's learning at home. Books are sent home with children when they are ready to read or talk about stories. Partnership with parents is a strength.
- Staff well-being is a priority. The manager uses effective strategies, such as informal and formal supervision meetings, to support staff with training and development. New staff have briefings during their induction period. The manager shares the curriculum outcomes with staff and supports them to plan activities. Staff say their workload is managed well.

## 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:**

- improve strategies for managing behaviour to help children manage their feelings and emotions and to support them to understand the impact of their actions upon others
- strengthen key-person interactions further to ensure children's learning is more tailored to their individual needs.

## Setting details

<b>Unique reference number</b>	EY365592
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10305558
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	44
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	St Joseph's Playgroup Limited
<b>Registered person unique reference number</b>	RP527486
<b>Telephone number</b>	07961413694
<b>Date of previous inspection</b>	26 February 2018

## Information about this early years setting

St Josephs Playgroup Ltd registered in 2007. The playgroup is situated on church premises in the London Borough of Bromley. It operates from 8.45am to 3.15pm, on Monday to Thursday, and from 8.45am to 12.30pm on Friday, during term time only. There are 11 members of staff, of whom five hold relevant early years qualifications at level 3, and two staff members have level 2 qualifications. The provider receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Davinder Dhaliwal

## 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 talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the playgroup.
- Staff and parents spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.

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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