

Inspection of St John's RC Playgroup

Beacon Road, Bradford, West Yorkshire BD6 3DQ

Inspection date: 10 September 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 thrive in this caring, warm playgroup. All children, including those who have just started, separate from their parents and carers with the support of the friendly staff. Children are encouraged to talk about their emotions when they enter, which allows staff to support children effectively.

Staff act as good role models and reinforce rules and boundaries with children at the start of the session. This means that expectations around behaviour are clearly outlined. Children are reminded to have 'kind hands and indoor voices' and to walk when inside. In addition, new children are gently reminded of these expectations throughout the session.

Children have access to an environment that encourages independence and is set out to support their development through the implementation of the curriculum. During snack time, children are encouraged to butter their own crackers and pour their own drink, with staff supporting where needed. Children access areas of the provision, selecting resources to use in their theme of play. In addition, staff talk to children about their interests. These are then implemented in the provision. For example, staff talk about how children previously engaged with sensory resources and how the children requested them again. Staff act on this and talk to children about the texture and actions of the resources, modelling how to use them and developing children's vocabulary.

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

- Staff get to know children very well from when they first enter the playgroup. As a result of this, staff are aware of children's interests and are able to plan for their next steps to develop their learning. They communicate effectively with parents, regularly sharing learning updates and children's progress.
- Children are very happy and settled in this playgroup. They play alongside each other, including each other in their play. When children do struggle to share, staff support them. Children are confident learners, happily communicating and responding to staff.
- Staff skilfully introduce new vocabulary to all children through their play. For example, when using the sand tray, staff introduce vocabulary such as 'spinning' and 'shell'. Staff link this to children's knowledge and experiences, talking about holidays and what children did on the beach during their holiday.
- Staff have excellent ways of supporting children who speak English as an additional language. Volunteers who speak children's home language work with this group of children. In addition, resources such as picture cards, objects and visual timetables are used to develop children's understanding and vocabulary.
- Knowledgeable leaders understand the curriculum and what they want the

children to learn. The environment is planned to support the children's development and next steps. In addition, leaders share information with parents and carers about what the children will be learning, and encourage their feedback.

- Leaders regularly observe teaching and provide feedback to the staff. This means that any weaknesses in teaching are addressed and acted on. As a result of this, teaching is good and children make very good progress.
- Parents think very highly of the playgroup. They talk about how staff support children to get medical appointments, and how they feel communication is effective. They recognise how much progress their children make while attending, and talk about how much their children enjoy their time in the playgroup.
- Any gaps in learning are identified and acted on. Leaders ensure that children who are struggling with aspects of their learning get additional help and opportunities to develop their skills. The levels that the children are working at is monitored on a regular basis.
- While staff ask effective questions, children are often not given time to think about the answer and respond before another question is asked. This means that some opportunities to share their ideas or develop their communication skills are missed.

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:

- allow children time to think and answer before asking further questions, to develop their thinking and vocabulary skills.

Setting details

Unique reference number	301987
Local authority	Bradford
Inspection number	10351081
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	20
Number of children on roll	11
Name of registered person	St John's RC Playgroup Committee
Registered person unique reference number	RP902135
Telephone number	01274 574 550
Date of previous inspection	4 October 2018

Information about this early years setting

St John's RC Playgroup registered in 1993 and is located in Bradford. The playgroup employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The playgroup opens from Monday to Friday during term time only. Sessions are from 8.50am until 11.50pm. The playgroup offers government-funded places for childcare.

Information about this inspection

Inspector

Emma Murphy-Keen

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 and the manager carried out joint observations of group activities.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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