

# St Paul's Christian Playgroup



St. Paul's Church Hall, Chigwell Road, Woodford Green, Essex, IG8 8BT

<b>Inspection date</b>	16 May 2018
Previous inspection date	3 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The outdoor play area is extremely well resourced. Children have plenty of fun and demonstrate that they can meet challenges set by staff. For example, they proudly show them how well they can jump from the ground onto an overturned tyre.
- The manager and her staff work in partnership with other professionals. This helps to ensure that children get the support they need to promote their well-being and progress.
- All children develop good relationships with staff. Younger children look to them for support as they play. Older children are very keen to invite staff to join in with their games and activities.
- Parents report that they feel well informed about their children's care and learning. They describe staff as really friendly, happy and loving. They report that a copy of the policies and procedures is given to them at the home visit carried out before their children start.

### It is not yet outstanding because:

- Professional development plans for the manager and staff are not precisely targeted on raising the quality of teaching to an even higher level.
- The manager and her staff do not consistently make the most of information from assessment, to help them focus teaching more precisely on what individual children need to learn next.

## What the setting needs to do to improve further

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

- enhance professional development opportunities that help raise the quality of teaching to an even higher level
- use information gained from assessment more precisely, to plan for and target what individual children need to learn next to promote their best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion at the inspection.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her staff show a good understanding of how to identify the signs of abuse. They know what procedures to follow should they have any concerns about a child or the behaviour of other members of staff. Risk assessments are carried out in all areas of the building used by children. Staff complete a safety check each day, which enables them to remove swiftly any hazards to children. Robust recruitment means that staff undergo all suitability checks. Induction procedures help to ensure that staff are aware of their roles and responsibilities from the start. Information is shared with parents through noticeboards, newsletters, regular meetings and discussion at collection time. Regular feedback from staff, parents and children helps the manager to make decisions that help to drive improvements.

### Quality of teaching, learning and assessment is good

Staff work with parents during the home visit to gather a comprehensive range of information about children's interests and what they know and can do. This helps them to plan to meet children's needs from the start. Staff encourage children to experiment. While pouring water, children notice that it is trickling through a set of holes into another container. Children show good problem-solving skills. When they discover they cannot use toy saucepans to scoop up water, they use a small beaker instead. Older children develop friendships and organise their own games and imaginary play. Children have plenty of opportunities to extend their good physical skills. They show developing control over their movements, such as skilfully steering wheeled toys around objects in their path. Older children are encouraged to write their names on their creations.

### Personal development, behaviour and welfare are good

Staff are deployed well indoors and outside. This helps to ensure that children are supervised closely at all times. In addition, staff are on hand to provide support and reassurance to children when needed. Children are encouraged and supported by staff to learn how to be well behaved and kind to others. Young children work cooperatively with adults, and older children know how to share and take turns. Children enjoy completing simple tasks, such as helping to prepare fresh fruit for snack time. They demonstrate a good understanding about the importance of washing their hands before touching their food.

### Outcomes for children are good

Children are confident to move around the inside and outside environments making choices about their learning. They show good levels of independence, taking care of their personal needs and tidying away dirty beakers and plates after snack time. Children show perseverance. For example, they spend prolonged periods working out how to fit pieces of a wooden rail track together. Children learn about capacity as they explore the properties of water. Children make good progress in their learning and are well prepared for their eventual move to school.

## Setting details

<b>Unique reference number</b>	128485
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1135633
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	St Paul's Christian Playgroup Management Committee
<b>Registered person unique reference number</b>	RP523842
<b>Date of previous inspection</b>	3 February 2016
<b>Telephone number</b>	0208 504 5465

St Paul's Christian Playgroup registered in 1993. The playgroup employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including the manager who has early years professional status. The playgroup opens from Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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