

# Sidcup Baptist Church Playgroup

Sidcup Baptist Church, Main Road, SIDCUP, Kent DA14 6PA



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 31 October 2018 |
| Previous inspection date | 18 May 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 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

### The provision is good

- The manager has a strong team of staff who work well together. They regularly discuss and evaluate their practice and the provision to identify areas they need to develop further. For instance, they identified that they need to make more observations of children in the mathematical area to help assess children more accurately.
- Staff monitor children's progress effectively and identify any gaps in children's learning quickly. They share their findings with parents. This helps parents to become involved in their children's learning.
- Staff ensure children are safe. They complete risk assessments and supervise children well. Staff position themselves so that they are able to observe and support children in their learning effectively. This helps children feel secure and enables them to learn.
- Children benefit from fresh air and healthy snacks daily. They have opportunities to develop their physical skills indoors and outdoors to keep active and fit. Children's well-being is effectively supported.
- Staff support children who are learning English as an additional language and those who have special educational needs (SEN). They work together with parents and other professionals to help children close any gaps in learning and make good progress, especially with their communication and social skills.

### It is not yet outstanding because:

- On occasion, staff do not provide consistent messages to help children learn about the expected behaviour. For example, when children run inside, they are not always made aware that they should walk and the impact their behaviour has on other children.

## What the setting needs to do to improve further

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

- ensure staff consistently help children learn about the expected behaviour, especially when moving around inside.

### Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager to evaluate practice.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled documentation, including children's learning and assessment records, and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children and discussed self-evaluation and improvement plans.

### Inspector

Anja Eribake

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that she only employs staff who are suitable and have the skills needed to work with the children. The induction helps staff to become familiar with the setting as well as the procedures and policies. All staff have a secure understanding of their responsibilities to safeguard children. They know the signs that could indicate that a child is at risk and how to report any concerns. Supervision meetings help the manager to identify staff's training needs and address them. Staff who are not familiar with the progress check for children aged two years get a mentor allocated to receive support in this area.

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

All children are supported by skilled staff who know how children learn through play and show a genuine interest in helping children progress. Staff effectively support children in their learning without just giving ready answers. When children forget the glue before putting the glitter, staff ask how they could make the glitter stick to the paper. This helps children to think and solve problems. Children have many opportunities to develop their physical skills. For example, when making sparklers, they practise their pincer grip when sprinkling the sparkles. Staff use their observations to make precise assessments of the children and incorporate the targets of specialist services into their educational plans for the children. This helps to support all children, including those who have SEN. Themes are brilliantly incorporated in planning the resources and activities. This helps deepen children's learning and understanding.

### Personal development, behaviour and welfare are good

Staff provide a bright, stimulating and welcoming learning environment. They ensure children can independently access educational resources across all areas of learning. Staff provide opportunities for children to become independent, especially with their self-care skills. They have handwashing stations to ensure children can wash their hands after messy play and before snack time. Children are well supported with their settling in, and the key person ensures that children's emotional needs are met to help promote confidence and self-esteem. Children build secure relationships with their key person, who gathers important information from home, such as basic words in the child's home language. Staff work well together in a team and are good role models to the children.

### Outcomes for children are good

All children make good progress from their starting points, including those who have SEN. They develop good social and problem-solving skills. For example, when balancing on logs outside, children identify a wobbly one and take it out to ensure it is safe to continue. This also shows that children learn about keeping safe. Children have many opportunities to develop their mathematical and literacy skills in playful ways. For instance, when decorating their names with sparkly gems, they talk about the colour and size of the gems as well as about the letters in their name.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 115366                                    |
| <b>Local authority</b>                           | Bexley                                    |
| <b>Inspection number</b>                         | 10061549                                  |
| <b>Type of provision</b>                         | Sessional day care                        |
| <b>Registers</b>                                 | Early Years Register                      |
| <b>Day care type</b>                             | Childcare on non-domestic premises        |
| <b>Age range of children</b>                     | 2 - 4                                     |
| <b>Total number of places</b>                    | 34  |
| <b>Number of children on roll</b>                | 29  |
| <b>Name of registered person</b>                 | Sidcup Baptist Church Playgroup Committee |
| <b>Registered person unique reference number</b> | RP529060                                  |
| <b>Date of previous inspection</b>               | 18 May 2016                               |
| <b>Telephone number</b>                          | 020-8300-9253                             |

Sidcup Baptist Church Playgroup registered in 2001. It is based in Sidcup, in the London Borough of Bexley. The playgroup opens Monday to Thursday from 9.30am to 12.30pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. The playgroup employs eight members of staff, seven of whom hold appropriate early years qualifications.

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