

# Inspection of St John's Church Playgroup

St. Johns Church, Danson Lane, Welling, Kent DA16 2BQ

---

Inspection date: 28 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy at the playgroup and are pleasantly greeted by staff. They respond politely and with an excited smile. Children easily separate from their parents and settle well into the daily routine. There is a lovely atmosphere in the playgroup. Staff are very gentle with children. For example, they patiently guide and reassure new children as they learn how to use the different pieces of equipment safely. Children form strong bonds with staff. They confidently approach them and ask for help when needed, which shows they feel safe and secure. Children have positive relationships with their friends.

Children are keen to explore their surroundings. Younger children demonstrate good confidence to try new activities and have a positive attitude towards their learning. For example, they enjoy exploring a range of sensory resources. Children behave well. The interactions between staff and children are respectful. Children share resources and space safely and successfully. Staff remind older children of behavioural expectations during group time. This impacts positively on children's behaviour.

Children enjoy spending time outdoors and learning about the world around them. For example, they play with toy cars and observe their speed. Others point out cobwebs and are fascinated by pictures of fish painted on the wall. They talk about the different sizes and colours of the fish and count how many they can see. Children have many opportunities to learn about the natural world, such as birds. Staff focus on children's language development and regularly introduce new vocabulary. For instance, younger children learn the name of animals and the sounds they make to improve their understanding. All children, including children who speak English as an additional language, become confident talkers and make good progress in their learning.

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

- The staff team are dedicated to their roles. Staff report that the manager is very supportive. They have regular staff team meetings, daily discussions and six-monthly appraisals, where they discuss their professional development and well-being. The manager is proactive in sourcing training to help improve staff knowledge and skills. New staff have an in-depth induction and daily support and attend core training. These help staff to understand their roles and responsibilities and support children's learning and development effectively.
- The manager and staff are ambitious for all children. They know what children can do and what they need to learn next. Staff implement a broad, well-thought-through curriculum to support children's learning and development. However, on occasions, staff do not use opportunities to support younger children's

awareness of shapes and extend their vocabulary even further.

- Parents are extremely complimentary of the playgroup. They comment that staff regularly share information with them about their child's learning and development. Staff provide ideas for parents on how to support their child's continued learning at home. Parents say that since their children have attended, their speech and social skills have improved.
- Staff ensure that they promote an inclusive environment for all children. They consistently use information gathered from parents about children's individual backgrounds and heritage. As a result, children are supported to understand each other, to be tolerant and kind, and to promote their individuality. For example, staff acknowledge all cultural festivals and celebrations.
- Staff extend children's learning as they take part in focus activities. For example, older children learn about the days of the week and the weather. They count, and know that eight plus one is nine. They easily identify numbers and understand amounts. However, at times, it takes some children a while to settle in the group and engage, which does not enhance their learning as much as possible.
- Children are supported effectively to be healthy. They learn healthy habits, such as handwashing. Children have easy access to the garden, where they take part in a range of physical activities. They join in with yoga and are provided with healthy snacks. For example, each child brings in fruit, which is shared with the group along with pieces of vegetable and breadsticks. Children have a choice of water or milk, which they are encouraged to pour themselves.
- Children develop confidence and become self-sufficient in caring for themselves. In preparation for school, they learn to take off their own coat when they come in from outside. Older children learn to manage their personal needs and others are supported with potty training.
- Staff provide children with a good range of opportunities to explore with paint, make marks and use their imaginations. For example, children build structures with construction resources. They enjoy stories and singing with staff, which stimulates their play and learning effectively.

## Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a good understanding of how to keep children safe from harm. They know what to do if they are concerned about a child or member of staff. Staff receive regular safeguarding training. For example, they know about the risks posed by radicalisation and extremist views. The manager carries out appropriate checks to ensure the suitability of adults working with children. Regular risk assessments and daily checks take place, which ensures that children play in a safe environment.

## What does the setting need to do to improve?

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

- focus more on children who take longer to settle and participate in adult-led group times to further enhance their engagement and concentration
- use opportunities as they arise to help younger children learn about shapes to extend their vocabulary and learning.

## Setting details

<b>Unique reference number</b>	115370
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10264841
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	32
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	The Parochial Church Council of the Ecclesiastical Parish of St John's Welling
<b>Registered person unique reference number</b>	RP905763
<b>Telephone number</b>	0208 3031107
<b>Date of previous inspection</b>	28 June 2017

## Information about this early years setting

St John's Church Playgroup registered in 1992. The playgroup is situated in the London Borough of Bexley. The playgroup is open Monday to Friday, from 9am to midday, and also offers an afternoon session from midday to 3pm on Mondays. It operates during term time only. There are seven members of staff. Three members of staff hold a level 6 qualification, including the manager, and four have a relevant childcare qualification at level 3. The nursery promotes the Christian faith in its practice and ethos. The setting is in receipt of funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Marvet Gayle

## 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 and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Older children joined in conversations with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The manager completed a joint observation with the inspector.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023