

# Little Badgers Playgroup

Inspection report for early years provision

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**Unique reference number**

EY410320

**Inspection date**

08/11/2010

**Inspector**

Hayley Lapworth

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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## Description of the setting

Little Badgers Playgroup opened in 2010 and operates from the parish rooms of St. Peters church in the village of Whetstone, Leicestershire. Children are cared for in two large play rooms and have access to an outside play area. The setting serves the local area.

The setting is registered to care for 30 children at any one time and is registered on the Early Years Register. There are currently 41 children on roll, all of whom are within the early years age range. The setting opens four mornings a week on Tuesday to Friday and two afternoons on Monday and Thursday during school term times. Sessions are from 9.15am to 12.15pm and 1.00pm to 4.00pm. Children are able to attend for a variety of sessions.

The setting employs five members of childcare staff. Four of whom, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are suitably safeguarded and child to staff ratios are often exceeded. Good attention is given to helping children develop their own self-esteem and gain skills for the future. They are cared for by a friendly and caring staff team and children enjoy their time in the setting. The environment is inclusive and all children access a suitable range of activities and resources. There are sound partnerships with parents and suitable arrangements are in place to make them aware of their children's care and well-being. Where children attend more than one setting, systems are presently being developed to ensure good partnerships with other providers. Some risk assessments have been devised and strategies for monitoring and evaluating the provision are in place.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) 20/11/2010

To further improve the early years provision the registered person should:

- develop further systems to ensure that what is provided for children

complements the education and care they receive in other settings and ensures consistency

- improve opportunities for parents to discuss their children's progress and achievements on a regular basis and ensure that they have regular opportunities to add to children's learning and development records.

## **The effectiveness of leadership and management of the early years provision**

The management and staff create an environment in which children are suitably protected from abuse and neglect, and where most staff are trained to enable them to promptly respond to any concerns about children's welfare. Senior staff access extended courses in safeguarding children. Staff demonstrate a satisfactory knowledge and understanding of their duties, safeguarding requirements and regulations. Robust recruitment procedures ensure that all new staff, volunteers and students complete the necessary checks to confirm their suitability to be in contact with children. Some daily risk assessments are effective in ensuring that potential hazards to children's safety are both identified and minimised. However, not all risks have been considered. Consequently, this impacts upon the children's overall safety.

Available space indoors is well organised. High staff to child ratios and effective deployment of staff, helps to ensure that children are fully supervised as they flow freely between the two play rooms.

There are clear strategies in place to care for children with special educational needs and/or disabilities. Staff work alongside parents, carers and other agencies to support the children's needs so that they are included in the life of the setting. Policies and procedures are inclusive and suitable systems are in place to support those who speak English as an additional language. Partnerships with other providers where children attend more than one setting are in their infancy and not yet fully effective. As a result, this impacts upon the progress children make. The setting provides a friendly informal environment where visitors, children and their families are made to feel welcome. Photographs showing children involved in a range of activities and a small amount of their art work is displayed. This helps the children to feel valued and creates a sense of belonging.

Systems to monitor and evaluate practice within the setting are in place with contributions from the staff team. Therefore, priorities for future improvements have been identified and are beginning to be addressed.

Effective settling in arrangements ensure parents and children get to know staff and the routines. Parents are given verbal and written feedback about their child's day including their behaviour and activities they have participated in. However, they have limited opportunities to discuss their child's developmental progress with their child's key worker. Consequently, this restricts parents being able to effectively support their child's learning at home and contribute towards their learning journeys. Parents spoken to during the inspection commented positively on many aspects of the provision. For example, how much children love coming to

playgroup and staff are friendly and approachable. They share that where there have been concerns, they feel confident to raise these matters with staff and as parents they feel they are extremely well supported.

## **The quality and standards of the early years provision and outcomes for children**

Children engage well with their peers and are making satisfactory progress towards the early learning goals. Staff have a suitable understanding of the Early Years Foundation Stage and how young children learn. They provide them with a suitable range of adult-led and child-initiated activities. Staff interact and support children's learning knowing when to withdraw to allow them to learn from one another. Satisfactory planning is in place ensuring all of the six areas of learning are effectively included. Staff undertake planned and spontaneous observations of the children during their play. This information is then assessed by the children's individual key workers and used to determine their next steps in their learning journey.

Personal, social and emotional development is generally well promoted. Children who are less settled or new to the setting are cared for by their key workers. They are treated sensitively and appropriate steps are taken to help them feel more comfortable in their surroundings. Children's behaviour overall is good. Staff implement a consistent approach to handling the children's behaviour and set them challenges to help them behave well. For example, if children run in the setting, staff say "show me how you use your really good walking legs whilst indoors". Following this they receive lots of verbal praise making them feel good about themselves and developing their self-esteem.

Children's language and literacy and skills for the future are developing well. This is because a good variety of books are readily available. Children regularly choose to look at a book alone or listen to a story read by a member of staff. The reading area is well supported with a member of staff spending a considerable amount of time throughout the session reading books the children have chosen. Children also have opportunities to become familiar with letters and words through using first stage computers. They also participate in a process of self-registration on arrival and when visiting the snack bar.

Children's health and well-being is suitably promoted and necessary steps are taken to prevent the spread of infection. For example, children are encouraged to use tissues to wipe their noses and wash their hands before participating in a cooking activity. Staff are aware of appropriate treatment if the children become unwell or are involved in an accident. Children are made aware of potential risks and how to prevent accidents through guidance from the staff. For example, they are encouraged not to climb on the furniture.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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