

# Burton on the Wolds Playgroup

The Village Hall, Loughborough Road, Burton-on-the-Wolds, Loughborough,  
Leicestershire, LE12 5AF



## Inspection date

13 March 2015

Previous inspection date

26 April 2010

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching throughout the playgroup is good. Staff ensure all children, including those who speak English as an additional language, and those who have special educational needs and/or disabilities, make good progress in their learning.
- Staff establish warm, nurturing relationships which give children the security they need to develop confidence and emotional stability.
- Management uses parents as helpers in an effective and well thought out way, providing induction training so any parent has a good understanding of the role.
- Children's health and welfare is promoted well. High standards of cleanliness and good hygiene routines are maintained throughout the playgroup and all staff are first-aid trained.
- Staff effectively model good behaviour and have high expectations of children. Consequently, children behave well; they are caring and show kindness to others.
- Children are effectively safeguarded because robust systems are in place to ensure that all staff have a secure knowledge and understanding of child protection procedures, so they can act appropriately to safeguard children.

### It is not yet outstanding because:

- Partnership working with parents can be improved, in order to ensure even more information is shared about supporting children's individual learning at home.
- Staff do not currently provide the same breadth and depth of activities and experiences for children outdoors as they do indoors.

## What the setting needs to do to improve further

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

- develop ways of sharing further information with parents, so they are well equipped to effectively support and continue their children's learning at home
- extend the use of the outdoor area to provide a richer and more varied outdoor learning environment, and increase the range of resources and activities regularly available that cover all areas of learning.

### Inspection activities

- The inspector spoke to members of staff and children at appropriate times during the inspection, and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a range of documentation including children's records, evidence of the suitability and qualifications of staff working in the provision and a sample of policies and procedures. The manager's self-evaluation form was also discussed.
- The inspector viewed all parts of the playgroup accessed by children, including the outdoor environment.

### Inspector

Jane Rushby

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have good knowledge of how children learn and develop. They provide a variety of activities indoors to promote children's learning and development across the seven areas of learning. Children have access to a wide range of toys and resources that help them develop their independence. However, the outdoor area is less well developed, and does not provide as many opportunities to extend children's learning as indoors. Children enjoy good interactions with staff. They play cooperatively and form friendships. Staff help children to think about the world around them. Through provision of a variety of resources and activities that reflect other cultures, staff help children to learn about diversity. Staff count with children during everyday routines to reinforce numbers and mathematics. Effective systems are in place for the assessment of children's progress, and parents are continually involved so they are aware of children's achievements. However, there are not fully established arrangements in place to share information with parents about how they can continue their children's learning at home.

### **The contribution of the early years provision to the well-being of children is good**

Staff provide a welcoming environment where children feel secure. The key-person system works well. Children have lots of opportunities to gain independence. For example, they wash their own hands and hang up their own coats. Children learn about their own safety as they take part in evacuation drills. Staff offer high levels of praise and encouragement and children are proud of their achievements. This promotes children's emotional well-being effectively. Children learn about healthy lifestyles through activities, and enjoy fresh air and physical play each day.

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

There are robust recruitment procedures and staff's continued suitability is checked effectively. The manager uses ongoing self-evaluation to review the setting appropriately. This helps to identify areas for improvement and set clear targets for continuous development. Staff are well qualified, and management support them in accessing training to further enhance their skills. For example, staff have attended physical development training to improve their knowledge. The skills learnt have been effectively put into practice to enrich children's learning. The manager works alongside staff on a daily basis, and holds regular supervision meetings to ensure that children's needs are met. Systems to monitor all children's development, including the required progress check for children between the ages of two and three years, provide a broad overview of each child's abilities, skills and learning. This allows staff to identify gaps in children's development to discuss with parents and seek further support. Effective links with the local school ensure the children are well prepared and quickly settle in to school.

## Setting details

<b>Unique reference number</b>	226261
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	866272
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Burton on the Wolds Pre-School Playgroup Committee
<b>Date of previous inspection</b>	26 April 2010
<b>Telephone number</b>	07528657859

Burton on the Wolds Playgroup was registered in 1970. It is managed by a committee. The group opens five days a week during term time, and sessions are from 9am until 12 noon. There are six members of staff who work with the children. Of these, all six hold appropriate qualifications, including one with Qualified Teacher Status. The manager also holds Early Years Professional status. The pre-school provides funded early education for two-, three- and four-year-old children. The playgroup supports children who speak English as an additional language and those who have special educational needs and/or disabilities.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

