

# Burton on the Wolds Playgroup

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



<b>Inspection date</b>	18 January 2018
Previous inspection date	15 May 2017

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the manager and staff have addressed all actions. Ofsted have been notified of new members of the management committee and suitability checks completed. Managers monitor the quality of teaching and children's learning well. Staff use observation and assessment to identify the good progress children make.
- Staff give high priority to promoting children's safety, health and well-being. Children thoroughly enjoy being active. They have lots of opportunities to take appropriate risks and to develop their physical skills, both indoors and outdoors.
- Parents comment on how all staff show ambition to do their best for children and their parents. They like that the playgroup is small and very welcoming. They state that children enjoy attending and develop very strong relationships with adults and other children.
- Staff are good role models and help children to be positive members of this friendly playgroup. Children show respect, listen to others, cooperate with each other and take turns.

**It is not yet outstanding because:**

- Staff do not routinely share information about children's next steps in learning with each other or with other settings where some children also attend. Consequently, children are not being helped to make the highest levels of achievement in their learning.
- Some staff do not always give children enough time to share their ideas and thoughts and to solve their own problems, before providing them with answers.

## What the setting needs to do to improve further

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

- share information more effectively between staff and other settings where some children also attend, so all staff are well informed about children's next steps in learning to help children make the highest levels of achievement in their learning
- give children more time to share their ideas and thoughts and to solve their own problems, before providing them with answers.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors. She assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times.
- The inspector completed joint observations with the playgroup manager.
- The inspector held meetings with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Dianne Adams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff identify and minimise risks to children. They provide safe spaces for children to play, indoors and outdoors. Recruitment is robust. Managers carry out checks to ensure staff are suitable at the stage of employment and ongoing. Staff benefit from in-depth induction, supervision and coaching. This helps to develop their knowledge and skills. Staff attend regular training events to update their knowledge of child protection. They know the actions that must be taken to keep children safe from harm. Self-evaluation is effective. Staff reflect upon their practice and set targets to make further improvements. For example, they are planning to check and test the progress that different groups of children make.

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

Staff are well qualified. Teaching is consistently good. Staff work in partnership with parents to share information about children's learning. Parents state that they feel well informed and are encouraged to continue children's learning at home. Swift action is taken to ensure any gaps in children's development close quickly. Staff interact well with children and listen to what children say. They ensure toys, activities and experiences reflect children's different interests and lifestyles. For example, children who live on a farm particularly enjoy playing with tractors, while exploring play dough. Staff ask questions and encourage children to describe and explain their experiences from home. As a result, children are confident talkers and become engrossed in their learning.

### Personal development, behaviour and welfare are good

Staff help children and their families to move from home into their care with ease. Children show that they feel safe and secure. For instance, they confidently engage in play and conversations with visitors to the playgroup. Children are learning to keep themselves safe and healthy. For example, children wash their hands before having a healthy snack of fresh fruit. They tidy away resources when finished and safely move from one play area to another. Children are learning about the wider world in, which they live. For example, they make candles and dress in traditional costume while exploring the festival of Diwali.

### Outcomes for children are good

Children make good progress in their learning. They develop the skills needed for school, when the time comes. Children select their favourite toys to use, move and combine in different ways. For example, they choose to play with bricks and cars in the sand. Children pour drinks at snack time and take themselves to the toilet. This helps to develop their confidence and independence. Children enjoy being creative. They use their imaginations while participating in pretend play and painting pictures. Children enjoy exploring musical instruments. They consider the different sounds of instruments and know whether the sound is loud or soft. Children sit and concentrate well, especially at group times. They develop their early reading skills as they listen intently to stories.

## Setting details

<b>Unique reference number</b>	226261
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1099393
<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>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Burton-on-the Wolds Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP911463
<b>Date of previous inspection</b>	15 May 2017
<b>Telephone number</b>	07528657859

Burton on the Wolds Playgroup registered in 1970. The playgroup employs six members of childcare staff, including the manager. Of these, four staff hold appropriate qualifications at level 2 and 3. The manager holds qualified teacher status. The playgroup opens from Monday to Friday, during term time. Sessions are from 9am until 3pm Tuesday and Thursday and from 9am until 12 noon on Monday, Wednesday and Friday. The playgroup provides funded early education for three- and four-year-old children.

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