

# Little Badgers Playgroup

St Peter's Parish Centre, High Street, Whetstone, Leicestershire LE8 6LP



<b>Inspection date</b>	24 October 2018
Previous inspection date	17 March 2015

<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

- Children are happy and settle quickly in the playgroup. All children demonstrate good levels of confidence, showing they feel safe and secure.
- Staff and leaders understand how children learn. They skilfully adapt activities to meet the individual interests and needs of children.
- The provider uses the self-evaluation process well. She identifies areas of weakness and sets targets for development. This helps to improve the quality of the provision and provides better outcomes for children. Areas identified for improvement have been successfully addressed.
- Staff provide a stimulating learning environment for children. Children can make choices about what they want to play with from the variety of resources that are easily accessible to them. Children show they are confident and have good levels of self-esteem.
- Staff gather clear information from parents about their child at the start of their placement. This gives staff an understanding of children's individual needs and helps them to plan appropriate next steps for their learning.
- Staff take time to get to know children and develop strong relationships with them.

### It is not yet outstanding because:

- Staff do not give children enough opportunities to build as far as possible on their problem-solving skills.
- The provider's monitoring of children's progress is not rigorous enough to analyse the progress made by different groups of children.

## What the setting needs to do to improve further

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

- provide children with more opportunities to investigate and solve problems
- build on arrangements for comparing the progress made by different groups of children and use the information to help each child to achieve at the best possible level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector spoke to the provider, staff and children at appropriate times during the inspection.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The provider and staff have a good understanding of the procedures to follow and who they must report to, should they have any concerns about a child's welfare. Staff complete daily risk assessments. They identify potential hazards so these are addressed swiftly. This helps them to keep children safe. Staff are deployed well and communicate effectively to help to ensure the smooth running of daily routines. Regular supervision meetings and appraisals help to support staff's ongoing suitability to work with children and to identify training needs. Staff have built good relationships with other settings that children move on to. They share information about children's assessments and progress to support continuity of learning. Parents say that they are very happy with all the playgroup has to offer and the progress their children are making. They describe staff as friendly and supportive. Additional funding is used carefully to enhance opportunities and experiences for children.

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

Staff carry out regular observations of children's play and assess their development accurately. They place good emphasis on promoting children's communication and language skills. This helps to support children who have speech and language delay and those who speak English as an additional language. Staff carefully plan children's next steps in learning to help to ensure that they meet each child's individual needs. Children have plenty of opportunities to explore ideas, be imaginative and develop their early reading skills. They develop good mathematical skills. Staff teach children to count, recognise shapes and colours, compare sizes and make simple calculations during activities and routines.

### Personal development, behaviour and welfare are good

The key-person system is effective. Children quickly settle to play when they arrive. They show that they feel safe and develop a sense of belonging in the playgroup. Children enjoy the staff's involvement with them and they are familiar with the daily routines. Staff support children's social skills well. They are good role models for children and are consistent in maintaining good levels of behaviour, reminding children to share and take turns. Staff help children to learn about people whose experiences might be different to their own. For example, they find out about different festivals with the support of parents. Nutritious snacks and regular outdoor play opportunities support children to learn about healthy lifestyles.

### Outcomes for children are good

Children make good progress in their learning and development, including those receiving additional funding. Children listen attentively and sustain their concentration over long periods of time. They are acquiring a range of important skills that helps to prepare them well for future learning, including starting school. Children practise their pre-writing skills, giving meaning to the marks they make as they draw and paint. They enthusiastically choose books and enjoy looking at them independently. Children gain independence as they readily help with small tasks, such as helping to keep the play space tidy and dealing with their personal needs.

## Setting details

<b>Unique reference number</b>	EY410320
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10071003
<b>Type of provision</b>	Full 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>	30
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Henderson, Cheryl Ellen
<b>Registered person unique reference number</b>	RP514609
<b>Date of previous inspection</b>	17 March 2015
<b>Telephone number</b>	07903 468 932

Little Badgers Playgroup registered in 2010. The playgroup employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens term time only. Sessions are from 9.15am until 3.15pm on Tuesday, Thursday and Friday and 9.15am to 12.15pm on Wednesday. The playgroup provides funded early education for two, three- and four-year-old children.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 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 [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

