

# Gingerbread Cottage Playgroup

c/o Launde Primary School, New Street, Oadby, Leicester LE2 4LJ



<b>Inspection date</b>	9 October 2018
Previous inspection date	2 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- Leaders and managers set high standards for their staff. They show that they are ambitious for the future development of the playgroup. Leaders are keen to build upon the strengths of the setting. They welcome suggestions from parents about how the setting could improve further.
- Staff provide excellent support for children's communication and language development. Staff introduce new and adventurous vocabulary to children and encourage them to express their thoughts and feelings.
- Children behave very well. Children recognise the boundaries set by staff. Staff support children to think about how their behaviour impacts on their friends.
- Children make good progress at the playgroup. They show that they can listen well to staff and their friends. Children are well prepared for the next stage in their learning.
- The staff team has strong partnerships with parents. Staff work hard to establish close bonds with children and their families.
- The playgroup is well resourced. Children enjoy a wealth of exciting activities in the outdoor environment.
- Staff promote healthy eating for children. Children are encouraged to learn about healthy lifestyles. Staff share this information with parents effectively.

### It is not yet outstanding because:

- Some teaching is repetitive for children attending for longer periods of time at the playgroup. This means that older children are not challenged enough to extend their learning.
- Not all staff have a confident working knowledge of wider safeguarding issues. This is with particular reference to how staff would identify that a child or family may be at risk from radicalisation or extremism.

## What the setting needs to do to improve further

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

- support staff to provide additional challenge for older children who are present for morning and afternoon sessions
- increase staff knowledge of wider safeguarding issues with particular reference to the 'Prevent' duty.

### Inspection activities

- The inspector reviewed a sample of policies and procedures, and evidence of staff suitability to work with children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation of an activity with a manager at the playgroup.
- The inspector spoke to members of staff and held a meeting with managers during the inspection.
- The inspector observed the quality of teaching at the playgroup and the impact of this on children's learning.

### Inspector

Jude Sanders

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand the basic signs and symptoms that may indicate that a child may be at risk of harm or abuse, and know the correct action to take to protect children if necessary. Managers monitor the performance of staff at the playgroup, and support them to improve the quality of their teaching. They provide staff with a variety of relevant training opportunities and have effective arrangements in place for the supervision of staff. Leaders and managers have an accurate view of the strengths and weaknesses of the setting, and the progress children make while in their care. They use this information to drive further improvements to the quality of care and learning they provide.

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

Staff understand the different ways in which young children learn. They are clear on their role in supporting children's development, and provide a variety of interesting activities for children to learn from and enjoy. The outdoor environment is stimulating and inviting. This means that children are very engaged in their learning outdoors. Staff gain information about what children know and can do before they begin at the playgroup. They get to know the children well and make accurate assessments of their ongoing developmental progress. Parents speak very highly of the playgroup, and say that they value the quality of education provided. Staff work well with parents to share information about children's daily activities. They keep parents well informed about how they can support their child's learning at home. The staff team makes sure that children gain valuable experiences of cultural festivals to inform their understanding of the world. For example, staff encourage children to talk about their own understanding of the Hindu festival Navaratri.

### Personal development, behaviour and welfare are outstanding

Staff at the playgroup encourage children to become independent from an early age. Children are clear on the rules of the setting and understand the reasons for these being in place. For example, children understand that they need to wash their hands before eating so that they are clean. Children are exceptionally kind and respectful to one another. For example, when children pedal on ride-on toy cars, one child apologises to his friend for bumping into her saying that he had been 'driving too fast'. This shows that children recognise how their actions impact others. Children copy the excellent examples of behaviour set by staff, who model good manners and kindness towards each other. Staff have extremely positive relationships with the children in their care, and provide superb individual attention to children's needs. Children show that they are confident learners and are highly self-motivated.

### Outcomes for children are good

All children make good progress from their starting points. Children are well prepared for school and their listening and attention skills show their growing maturity. For example, all children sat attentively and listened to adults very well during group activities. Children's reading skills are well developed. For example, older children sat with books and made up their own stories to match the pictures they could see.

## Setting details

<b>Unique reference number</b>	EY440542
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10068410
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	38
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Gingerbread Cottage Playgroup Limited
<b>Registered person unique reference number</b>	RP907362
<b>Date of previous inspection</b>	2 October 2015
<b>Telephone number</b>	01162711970

The Gingerbread Cottage Playgroup registered in 1993 and re-registered in 2012. It is located in Oadby in Leicestershire. The playgroup employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3 or above. The playgroup opens Monday to Friday, during term time only from 8am until 6pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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