

# Inspection of Kibworth Village Hall Playgroup

Village Hall, Station Street, Kibworth, Leicester, Leicestershire LE8 0LN

---

Inspection date: 4 October 2019

---

## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

Children's safety is not assured. Staff use their personal mobile phones to record children's achievements. They take their mobile phones home and print off pictures for children's learning records. Managers do not recognise this as a potential safeguarding risk. Staff cover most areas of learning effectively. However, children have a limited number of opportunities to develop their early technology skills.

There is not enough focus on staff's continuing professional development requirements to identify minor inconsistencies in teaching. Staff play alongside children, introducing new language. They offer children praise and encouragement to persevere and achieve their chosen activities. This helps children to become confident learners. However, on occasions, staff do not give children enough time to respond to questions asked of them.

Staff have high expectations of children achieving their potential. For example, staff working with younger children challenge them to identify shapes such as triangles, rectangles and squares. They organise the environment in a thoughtful way to meet the interests of children. For example, in the 'home corner', children ask to do pretend play baking activities. They talk about the ingredients they need and how to turn these into meals. Staff remind children about the instructions they have previously followed to make flapjacks. This helps children to build on what they already know and can do. Staff are good role models and give children clear messages about behaviour expectations. As a result, children's behaviour is good.

Children arrive happy and are excited to see their friends. They know the routines of the setting. Children collect their names to register their attendance, and settle quickly for circle time.

### What does the early years setting do well and what does it need to do better?

- The policy supporting the use of mobile phones is not fit for purpose. Managers have failed to recognise the risk of staff using their own mobile phones for work purposes. They have not considered that staff can share information with other adults or the impact this could have on children's safety.
- Staff help children to develop good attitudes to learning. They support them well to make good progress from their different starting points. However, children do not have enough opportunities to further their early understanding of information technology.
- Staff use the information they know about children to extend their learning and meet their individual needs. They make regular checks on children's progress and identify if they need extra help. One member of staff has completed training to improve her practice. However, managers do not promote continuous

professional development opportunities for all staff to increase their knowledge and skills.

- Staff use the indoor environment well to support learning. They encourage children to develop and extend their vocabulary in different ways. For instance, children bring in materials they have collected from their woodland walks and staff use these resources to introduce words such as 'rough', 'smooth', 'bumpy' and 'crinkly'. However, on occasions, children need more time to think through the answers to questions asked of them, before staff move on to the next question.
- Staff develop strong bonds with children and are warm and caring. They offer plenty of reassurance to children who find it harder to settle. Children show that they feel emotionally safe and secure. Staff provide children with regular praise. This builds their self-esteem and good confidence. Children make firm friendships with others and develop good social skills.
- Staff engage children well during story time. They read with enthusiasm and encourage children to join in with familiar parts of the story. Staff discuss the story and children anticipate what comes next. Children concentrate and show good listening skills. This helps them to prepare for their eventual move on to school. Children start to develop their independence at an early age. They hang up their coats on arrival at the setting and find their names to register their attendance. Children behave well. New children are quick to settle and learn the routines of the day.
- The manager and staff encourage parents to contribute to children's learning to extend activities at home. They work well together to support children's well-being and learning. Parents comment on their high levels of satisfaction with the provision.
- Staff provide a good range of resources for children to investigate during their play. For example, they encourage children to develop their mathematical knowledge. Children explore volume and shape in the messy play area as they pour sand and shaving foam into buckets and containers. Staff find good opportunities to extend children's counting skills. They sing songs and count during their activities.
- Staff take children on visits to the park and practise road safety. They invite parents and police officers to share their knowledge with children. This helps to extend children's vocabulary as they explore the equipment used by police officers and operate the lights and sirens in the police car.

## Safeguarding

The arrangements for safeguarding are not effective.

The policy on the use of staff's mobile phones and cameras does not safeguard children effectively. Managers have failed to consider the potential risks posed by staff using their own mobile phones to record children's achievements. However, in other aspects of child protection, staff demonstrate good knowledge and understanding of the possible signs of abuse. They know what action they must take to protect children from harm. Managers deploy staff well to help ensure

children are closely supervised throughout the day. Staff carry out regular risk assessments to identify and minimise any hazards and help maintain a safe environment.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure appropriate measures are in place with regard to the use of mobile phones and cameras, to help safeguard children at all times	21/10/2019
enhance the systems for supervision to more effectively identify the training needs of all staff.	21/10/2019

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

- increase opportunities for children to develop their interest in technology
- give all children time to think and respond to questions asked of them.

## Setting details

<b>Unique reference number</b>	226423
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10064443
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Kibworth Village Hall Playgroup Partnership
<b>Registered person unique reference number</b>	RP522977
<b>Telephone number</b>	0756114287
<b>Date of previous inspection</b>	30 October 2015

## Information about this early years setting

Kibworth Village Hall Playgroup registered in 1974. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The playgroup opens during term time only. Sessions are Monday, Thursday and Friday from 9am until midday, and Wednesday from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Peter Towner

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager. He looked at relevant documentation and evidence of the suitability of persons working on the premises.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector spoke with a number of parents during the inspection and took account of their views.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019