

# Inspection of Robin Hood Playgroup

St. Margarets C of E School, High Street, Stoke Golding, Nuneaton, Warwickshire  
CV13 6HE

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Inspection date: 26 November 2019

|                                              |                      |
|----------------------------------------------|----------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| The quality of education                     | <b>Good</b>          |
| Behaviour and attitudes                      | <b>Good</b>          |
| Personal development                         | <b>Good</b>          |
| Leadership and management                    | <b>Good</b>          |
| Overall effectiveness at previous inspection | Requires improvement |

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

### **The provision is good**

The playgroup is a warm, welcoming and safe environment for children to learn and develop. Staff have high expectations of children. They provide activities based on children's unique interests. The learning programme is consistently planned to build on what each child knows and can do. The playgroup provides a secure foundation for children's future learning, and children make good progress.

Staff value and respect every child. They obtain information from parents when they start. Staff know the children well. Parents value the extra support staff give families when they are experiencing difficult times in their lives.

Staff talk confidently about children's interests and use their observations well to decide what children need to learn next. They give children warm encouragement that helps them to be persistent. Children are motivated to learn and become deeply involved in their chosen activities. They enjoy playing in the role-play train, where they buy tickets and sit down to enjoy the journey.

Children of all ages play well together. They have developed good friendships and seek others out to share their experiences. They are kind and considerate of each other's feelings. Children's behaviour is good.

Staff encourage children to take managed risks. For example, children balance across upturned logs and predict where they might land as they jump down. Staff hold younger children's hands as they move across the logs.

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

- The managers and staff have worked hard to make improvements since the last inspection. They are a close team who work well together. They have a good overview of the quality of the provision and use this effectively to set targets for future development aimed at continually raising the standard. However, the monitoring of individual staff's practice is not yet sharply focused on raising the quality of teaching to the highest possible level.
- Language development features extremely highly in the educational programmes and is promoted well. Staff encourage children from a young age to develop a real interest in books. They encourage children to handle and learn from books. Staff provide props to enhance stories. Children listen intently and respond positively to adults and each other. They take on the role of different characters such as Goldilocks and the three bears. They become animated and eagerly engage in recalling parts of the story.
- Staff interact and teach well, continually adapting their approach for children of different ages and abilities. Occasionally, during some activities, staff do not

extend the level of challenge for older children to build further on what they know and can do.

- The staff work closely with parents to find out more about their child's home experiences. Staff's relationships with parents are friendly and trusting. Parents and carers speak highly of the staff and state that their children are happy and settled at the playgroup. They praise the individualised attention their children receive. Parents and carers comment that staff speak to them daily and they are well informed about all areas of their children's development.
- Staff identify gaps in children's life experiences. They offer children opportunities that may be new to them to help broaden their knowledge. For example, children explore and investigate sensory materials such as play dough, eat a range of vegetables grown in the garden and spend extended periods playing in the outdoor area.
- Staff value children's backgrounds and cultures. They help them to learn about and celebrate their differences. Children share photographs brought in from home of family portraits. Conversations help children to learn about people, places and communities beyond their own.
- Children develop their awareness of the importance of healthy lifestyles. They learn about healthy foods as they talk about 'good' sugar and 'bad' sugar. Staff encourage children to make healthy food choices at mealtimes. Children enjoy spending time outside. However, on occasion, children's play is disrupted as they are unable to move around fully in the space to follow their interests.
- Children develop the skills that will support them to read and write. They use a range of tools to make marks, and staff support them to develop control over their movements.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff implement robust risk assessments to help reduce potential hazards to children. They are well deployed and they supervise children well. All staff have attended relevant training and have a secure understanding of what to do if they are concerned about a child's welfare. They know the signs that indicate a child may be at risk of abuse, neglect or being drawn into extreme behaviours or ideas. All required information and records are in place and policies are implemented effectively to ensure the safe management of the playgroup.

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

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

- increase the level of challenge to enhance children's play experiences, to provide them with more opportunities to extend their learning

- explore additional ways to use the outdoor area to ensure children's play is not interrupted and they can follow their interests
- strengthen performance management processes to ensure that all staff know where they need to improve their teaching to the highest level.

## Setting details

|                                                  |                                                                                   |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                   | 226460                                                                            |
| <b>Local authority</b>                           | Leicestershire                                                                    |
| <b>Inspection number</b>                         | 10090498                                                                          |
| <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>                | 32                                                                                |
| <b>Name of registered person</b>                 | Amanda Barber and Jane Ward Partnership                                           |
| <b>Registered person unique reference number</b> | RP517254                                                                          |
| <b>Telephone number</b>                          | 01455 213990                                                                      |
| <b>Date of previous inspection</b>               | 10 December 2018                                                                  |

## Information about this early years setting

Robin Hood Playgroup registered in 1998. The playgroup employs three members of childcare staff, including the managers. Of these, one member of staff has early years professional status and two have an appropriate early years qualification at level 3. The playgroup opens from Monday to Friday during term time. It operates between 7.30am and 5pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dawn Barlow

## Inspection activities

- The inspector completed a learning walk with one of the managers and discussed how the early years provision is organised.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.
- The inspector held a meeting with one of the playgroup managers. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of the teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.

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.

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