

# Inspection of Thorpe Acre Pre-School Playgroup

c/o Thorpe Acre Infants School, Alan Moss Road, Loughborough, Leicestershire  
LE11 4SQ

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Inspection date: 13 March 2020

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is inadequate**

Children's safety and welfare are compromised. This is because not all of the people who have responsibility for the overall leadership of the pre-school have had their suitability checked with Ofsted.

Children behave well and know what is expected of them. This is because staff have high expectations of their behaviour. Children receive consistent reminders to use 'good looking', 'good listening' and 'good sitting'. They demonstrate that they are happy, safe and secure. During small-group activities, children learn to share and have unique opportunities to pass a soft toy to their friends. Children listen to staff's instructions and demonstrate good levels of attention.

Children are supported to learn new skills. For example, staff show them how to roll dough between their hands. However, staff do not find out enough information from parents about children's prior achievements, when children first start, to help plan more precisely for children's learning. Children have plenty of opportunities to be physically active. They show they thoroughly enjoy playing running games outside. They make a tally of how many times they run around a track. Indoors, children hold a piece of material in each hand and copy staff who show them how to make different movements. Children show a positive attitude to learning. They learn about the effect that exercise has on their bodies. When they feel their heart beat, they say, 'I can feel bumping.'

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

- The provider has not followed the correct procedures, which require Ofsted to be supplied with information regarding all members of the committee, to enable suitability checks to be carried out. These members take an active part in the running of the playgroup. For example, they are responsible for the recruitment of new staff and spend time with the children. This compromises children's safety and welfare.
- The manager and staff work closely with the host school. They take children to use the school facilities, such as the forest area and school hall. Children have opportunities to visit the Reception classroom in the school and see the teachers. This helps them to become familiar with the environment. The manager shares information about children's learning and development with teachers. This promotes consistency in children's learning.
- Staff share information with parents about their children's achievements. They invite parents to attend meetings where they can share more detailed information about children's learning and development. Staff support parents to continue children's learning at home. Staff give parents information about what their children need to learn next and support them to read to their children at

home. Parents comment positively about the pre-school. They say that staff are 'lovely', and they feel supported by them.

- The manager and staff use the broad curriculum to enhance the experiences children receive at home. For example, they offer small-group times that focus on supporting children's social and communication skills. Children develop positive relationships with adults and other children and concentrate. This is particularly effective for children who speak English as an additional language. However, staff do not find out enough information from parents about what children already know and can do when they first start. This means that staff are not able to plan as precisely as possible for children's learning from the outset.
- Staff provide opportunities for children to take and manage risks. Children confidently use knives safely to spread butter on crackers at snack time.
- Staff attend meetings with the manager to help them reflect on their practice. The manager supports them to extend their professional development. Staff attend in-house training to help provide consistency when managing children's behaviour. As a result, children behave very well.
- Staff help children to develop their mathematical skills. For example, during snack time, they talk to the children about a cracker being a 'square'. Staff name squares and rectangles that children draw around. This contributes to children's knowledge of shapes.
- Staff provide children with opportunities to develop their literacy skills. They offer children paint, paper and felt-tip pens. Children talk about the pictures they draw and paint and show an interest in writing the letters in their name. Staff help children to learn the sounds that represent letters of the alphabet. Furthermore, children enthusiastically take an active part in storytelling.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not have a good enough understanding of the procedure to follow to ensure that Ofsted is aware of changes to committee members and is able to complete suitability checks. However, staff do show an appropriate understanding of the signs of abuse and where to report any concerns about children or adults working with children. Staff complete daily opening and closing checks and maintain a secure environment. This helps them to provide a safe place for children to play.

## 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 that Ofsted is provided with the necessary information to enable suitability checks for all members of the committee to be completed.	27/03/2020
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**To further improve the quality of the early years provision, the provider should:**

- gather more information from parents, about children's prior learning when they first start, to help plan more precisely for children's development from the outset.

## Setting details

<b>Unique reference number</b>	EY283409
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10130506
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Thorpe Acre Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP524162
<b>Telephone number</b>	07803 054757
<b>Date of previous inspection</b>	7 October 2014

## Information about this early years setting

Thorpe Acre Pre-School Playgroup registered in 2004 and is situated in the grounds of Thorpe Acre Infants School, Loughborough. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and the manager holds an appropriate early years qualification at level 5. The pre-school opens from Monday to Friday all year round. Sessions are from 8.30am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- The inspector had a tour of all areas of the pre-school.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the pre-school manager.
- A meeting was held between the inspector and the pre-school manager. The inspector reviewed a sample of documentation, including evidence of staff's suitability and training.
- The inspector spoke to several 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.

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