

Inspection of Ellistown Playgroup

Ellistown Cp School, Whitehill Road, Ellistown, Coalville, Leicestershire LE67 1EN

Inspection date:

9 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enter the playgroup happy and ready to learn. They hang up their bags and sit down quickly for registration. Children are excited to go to school and confidently tell the inspector that they will be leaving soon to attend 'big school'. Children are developing some of the key skills they need for school such as independence and how to count. However, staff do not have high enough expectations for children's development. Managers and staff do not give thought to the purpose of activities to ensure that all children are suitably challenged in their learning.

Children behave well. They understand how to stay safe and take care when playing with the toys. Children beam with pride when they receive praise from their friends and staff. They have fun as they play a game of catch in the garden. Children take turns and share. They show resilience as they laugh hysterically with their friends when they accidentally drop the ball. Children dress up as characters and sing with their friends into microphones. They demonstrate good communication and social skills. However, children are not provided with the opportunities to learn about different people in the wider community and develop their understanding of diversity.

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

- Leaders and managers complete regular supervision and appraisals with their staff. However, the induction and supervision processes are not robust enough and leaders fail to identify gaps in staff knowledge. The quality of education is inconsistent. Not all staff understand the settings curriculum intentions, nor do they understand the order and sequence in which children learn.
- Staff share information with parents about their children's development regularly. Staff hold regular meetings with parents to talk about development and send online updates. Parents comment that they are happy with the care provided to their child. They say they appreciate the support that the staff offer them when their children are learning how to use the toilet or have speech and language difficulties.
- Staff support children to prepare for school through the routine of the day and planned activities. For example, in the morning, children take part in a formal registration. They learn about the days of the week and the weather, to decide if they need sun hats or coats. Staff provide opportunities for children to make marks and practise writing the letters in their name.
- Staff demonstrate a sound knowledge and understanding of the children in their care. They invite parents to share information about their children's experiences at home. Staff are aware that not all children have a garden at home or have the opportunity to spend time outdoors. Staff plan opportunities for physical play

outdoors. Children run freely, zoom down the slide on their stomach and race to the finishing line on their tricycles.

- Children develop their communication and language skills during group-time activities. Staff read stories to them in the garden. Children listen with great concentration and staff support their understanding by asking questions. However, staff do not teach children about different cultures, festivals, and celebrations. Therefore, children have little knowledge and understanding of how to celebrate the differences between themselves and others.
- Staff are warm and welcoming to children and spend lots of time playing with them. Children have secure attachments with the staff and are confident to approach staff when they need help, or for reassurance. Staff provide opportunities for children to be independent and manage their self-care needs. They encourage children to pour their own drinks and help to make their own sandwiches at snack time. Children wait at the table for their friends to finish their snack and put any leftover food in the bin.
- Staff plan activities to help children develop an understanding of the natural world. Children plant sunflower seeds into a pot, to take home to water and nurture with their families. Children confidently explain to the inspector how the seed will need looking after; that it will need sunshine and they will have to water it in order for it to grow into a flower.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of signs and symptoms that may indicate possible abuse to children. Staff know the procedures to follow should they have a concern about a child in their care. Staff complete daily risk assessments of the environment. Where they have identified potential hazards, they take steps to reduce the risk to children. For example, litter and broken resources are removed from the garden promptly. The staff update their first-aid qualification in a timely manner to ensure their knowledge is current. This helps to keep children safe.

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
provide opportunities for children to learn about diversity and understand the similarities and differences between people	16/08/2021

improve training, coaching and mentoring processes to ensure that staff have sufficient knowledge of the curriculum and understand how children learn.	16/08/2021
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Setting details

Unique reference number	EY561145
Local authority	Leicestershire
Inspection number	10191065
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	31
Name of registered person	Rennocks, Georgina
Registered person unique reference number	RP561144
Telephone number	07411215216
Date of previous inspection	Not applicable

Information about this early years setting

Ellistown Playgroup registered in 2018 and is located in Leicester. It employs five members of staff, including the managers. All staff hold appropriate early years qualifications at level 3. The playgroup opens on Monday and Friday, from 9am to midday, and on Tuesday, Wednesday and Thursday, from 9am to 3pm, during term time.

Information about this inspection

Inspector

Chantell Walker

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector spoke with children and parents during the inspection and took account of their feedback.
- The manager and the inspector completed a learning walk together to gain an understanding of how the early years curriculum is planned and implemented.
- The inspector carried out a joint observation and discussed the learning that took place with the manager.
- The inspector reviewed a sample of documentation, including recruitment processes, staff qualifications and training.
- The inspector tracked the experiences of two children during the inspection.
- The inspector had a discussion with leaders and managers.

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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