

# Inspection of St Mary's Preschool Playgroup

Knighton Parish Centre, Church Lane, LEICESTER LE2 3WG

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Inspection date: 11 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Not applicable

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

### The provision is good

Children demonstrate that they are happy to be at this welcoming pre-school. They laugh and sing as they separate confidently from their parents at the main door. Children enter the setting with the support of warm and friendly staff. Each child is greeted by name; this helps them to feel safe and secure.

Children understand the rules and routine of the pre-school. For example, on arrival, they independently wash their hands before going to play. They understand how to stay safe and use kind hands, kind voices and kind feet. Staff remind them of this when they forget and need some extra help. Children make comments like, 'sharing is caring' as they rush off to play.

The pre-school curriculum is planned around children's interests. Children become fully engaged with the range of activities on offer. Children play excitedly in a den, chatting with each other and thoughtful staff about camping adventures and spiders. Children recognise each other's feelings. For example, when one of them shrieks at the thought of a spider, another comforts them saying, 'don't be frightened'. Children enjoy outdoor activities in the pre-school garden. They develop their physical skills through climbing, painting and using tools to cut vegetables in the mud kitchen.

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

- Staff have discussions with parents to find out what experiences children have at home. They use this information to plan activities to broaden children's experiences. They take children for walks and other visits in the local community. They encourage children to learn about the similarities and differences between people, places and things. For example, children are learning about the different places that people and animals live.
- Staff observe children; this helps them to monitor each child's progress. Staff know their children well and have a good understanding of their abilities and their individual next steps for learning. Staff talk to children about what they know and sometimes use this to challenge their thinking. However, staff do not always develop children's vocabulary further and sometimes use local terminology during conversations with them.
- Children with special educational needs and/or disabilities are well supported. Staff ensure that they are included in every activity or experience and that their individual needs are met. The manager and staff work together and with other professionals to enable all children to access a range of sensory opportunities.
- Staff and children enjoy books, songs and stories with each other. Staff encourage children to anticipate what comes next in familiar stories and use story sacks to help children play an active role. Children recite and act out their

favourite parts in stories.

- Children have good friendships and enjoy playing together. They miss their friends when they are not there, asking staff where they might be. Staff talk to children about being poorly and help them to consider how others might feel. Children say 'sorry' when they accidentally bump into each other, showing care for the well-being of others.
- Staff feel well supported in their roles. The management team monitor staff progress through observations and staff meetings. Staff state that they can raise any issues with the manager and that she has a high regard for staff well-being.
- Parents state that their children thrive in this pre-school. They comment that their children have developed well within mathematics and social skills while being here. They are confident that their children enjoy attending and that they are safe and happy. Parents say that they feel informed about their child's progress. They receive updates from staff on an online learning application.
- Staff use visual prompts to support children to recognise what they are being asked to do and to follow the pre-school routine. For example, non-verbal children are shown a picture of a chair when it is circle time. This supports children to understand routines and to make an active choice.
- Children are encouraged to be independent and try to do things for themselves. For instance, older children help to tidy away after snack and younger children are supported to blow their noses and wash their hands. This encourages children to lead healthy lives.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role in safeguarding children. They know the signs that may indicate a child is at risk of harm. Staff understand the settings safeguarding and child protection policy. They know who they should talk to about any concerns about children's welfare or if an allegation is made against a staff member. New staff are vetted for suitability to work with children and the management team use a robust recruitment process. Staff risk assess the children's play spaces, activities, and equipment daily to ensure they are kept safe.

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

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

- support staff to engage children more effectively in conversations to help children express themselves and develop their vocabulary.

## Setting details

<b>Unique reference number</b>	EY552011
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10174099
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Your Cherubs Limited
<b>Registered person unique reference number</b>	RP903367
<b>Telephone number</b>	07930886870
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

St Mary's Preschool Playgroup is part of Your Cherubs Limited and registered in 2017. The pre-school is situated in the Knighton village area of Leicester. The pre-school employs 10 members of staff. Of these, five hold an early years qualification at level 3. The pre-school opens during term time only and offers a morning and an afternoon session. The pre-school offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Siddons

## 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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a storytelling activity with the manager.
- The inspector spoke to 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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