

# Inspection of Morgans Playgroup

Morgans Jmi School, Morgans Road, HERTFORD SG13 8DR

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Inspection date: 1 November 2021

**Overall effectiveness** **Good**

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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 Good

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

### **The provision is good**

Children are secure, confident and settled. Sensitive staff support and the good organisation of the setting aid children in becoming increasingly independent. For example, even the youngest children enjoy choosing what to play with from the accessible resources, building on their learning as they extend their play. Children have warm relationships with staff, who know them well and support them in developing new skills. For example, staff note that young children are becoming proficient in using scooters. They celebrate this achievement with the children, promoting their self-esteem and inspiring others to join in.

Children are kind to one another and develop a good awareness of their own emotions and those of others. Staff support children in expressing their feelings appropriately and children develop good social skills as they interact with their peers. This sensitive staff support particularly aids children following the COVID-19 national lockdowns, when some children had less opportunity to socialise. Children gain a practical understanding of safety. For instance, they know that the trim trail can be slippery when wet and take extra care when using it. Children learn about the importance of healthy lifestyles. For example, they use model teeth and pictures to help understand how to clean teeth thoroughly.

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

- Managers continuously review the work of the setting and implement improvements. They support staff to gain further childcare qualifications, aiding the development of their teaching skills. The manager ensures that staff well-being is sensitively considered and staff have manageable workloads. This helps to create a supportive environment, where staff feel valued and promote children's positive attitudes to learning.
- Children make good progress and develop the skills that support them in their future learning. Staff understand each child and know what they need to learn next. They use this information when planning activities. Managers frequently check children's progress. They highlight any weaker areas and offer additional support, so that children do not fall behind in their learning.
- Staff make good use of children's interests to help build on their knowledge. For example, after noting that some children are interested in trains, staff offer opportunities to extend this. Children thoroughly enjoy exploring trains and extend their knowledge of the wider world as they look at further forms of transport.
- Children build good language skills and enjoy talking with staff. Young children chalking on the path pretend to splash in the 'puddles' they have drawn. A staff member extends their language, repeating words, such as 'splish, splash' and 'jumping'. The staff member sings a song about muddy puddles, helping children

to understand and practise the new words they have learned.

- Parents are positive in their feedback about the setting. They feel staff communicate well, so parents know what children have been learning and can build on this at home. Similarly, other child carers who care for children at this setting report that staff communicate effectively and help them to extend children's learning.
- Staff interact well with children during children's spontaneous play and help them to build on their learning. They make sure that children who have special educational needs and/or disabilities are supported and join in meaningfully. However, on occasion, staff do not provide enough challenge during some planned activities to help the older or most-able children make the best possible progress in their learning.
- Children gain a love of books and reading. They use props to act out stories and enjoy pressing the button on small voice recorders and listening to staff members reading part of a story.
- Children, generally, enjoy routine group times. For example, they learn about numbers as they sing a song and count down from five. However, at times, staff concentrate on daily routines and do not always consider that children are absorbed in their play and may, for example, wish to continue with their chosen activity. This, occasionally, limits children's independent play and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff and managers have a secure understanding of safeguarding. This includes wider issues, such as potential risks when using the internet and the dangers to children of exposure to extreme views and practices. Staff complete regular safeguarding training to keep their knowledge up to date and ensure they are aware of the procedures, should they have any concerns about a child's welfare. Additionally, managers ensure that risk assessments are effective and the setting's procedures are implemented, so that children's health, welfare and safety are promoted.

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

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

- support all staff to further reflect on practice and understand how to consistently challenge the older or most-able children to support them in making the best possible progress
- support staff further in following daily routines and plans while still giving children time to concentrate on their chosen activities.

## Setting details

<b>Unique reference number</b>	EY456573
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10213131
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	34
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Morgans Playgroup
<b>Registered person unique reference number</b>	RP532187
<b>Telephone number</b>	01992 582162
<b>Date of previous inspection</b>	13 March 2017

## Information about this early years setting

Morgans Playgroup registered in 2013. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time only. Sessions are from 8.35am until 3.10pm, with the option to attend part time sessions if required. The setting provides funded early education for two- and three-year-old children.

## Information about this inspection

**Inspector**  
Kelly Eyre

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting manager.
- Meetings were held between the inspector, the setting manager, the deputy manager and the chair of the management committee. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times 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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