

Inspection of Chapel Lane Playgroup

Desford Free Church, Chapel Lane, Desford, Leicester, Leicestershire LE9 9GE

Inspection date: 12 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children in this setting are happy and love to learn. They feel safe with familiar adults and seek comfort if they are unsure. For example, children raise their arms for a cuddle or read books while snuggling on staff members' laps. Children want to try new things, and they join in activities eagerly when staff members ask them to. For example, children work closely with staff to learn about rhyming words. This builds on stories they read earlier and develops children's understanding of words. This helps children to make good progress in their learning.

Children are provided with a range of activities to develop their physical skills. They explore new ways of moving through an obstacle course outdoors. Children are supported to develop their independence skills. This prepares them for the next stage in their learning and going to school. For example, children wash their own hands, put on their shoes and are supported to put on their coats.

Children behave well. They understand the rules and values of the setting. For example, children help to tidy up and look after their toys. Children who find this more difficult are supported and encouraged to make choices to improve their behaviour. This helps children to develop an understanding of how their behaviour affects others.

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

- Staff find out information about children before they start. They use this information to help children settle quickly and to expand on their learning experiences. Staff encourage children to try things they may not have chance to do at home. Children show an interest in buying items from a shop. They pretend to buy items from a role-play shop with their friends.
- Staff support children to learn new vocabulary quickly. For example, children learn about textures of materials when making collages. Staff describe the materials as 'scratchy', 'soft' and 'crinkly', which children practise saying when sticking the materials onto paper. This gives meaning to new words.
- Children enjoy listening to stories. Staff read with enthusiasm and varied tones. Children join in with excitement during storytelling, using pictures and actions to describe what they see. However, opportunities to extend learning for individual children are not always explored. Children are not consistently given time to think about their response before staff move on. This limits the progress children make in these activities.
- Staff encourage children to problem-solve and think through their own ideas. For example, children explore weighing scales, using objects to make them balance. Staff encourage children to explore heavier and lighter objects, and children shout 'I did it' to celebrate their success. Staff praise their efforts, which builds

children's self-esteem and confidence in their own abilities.

- Mathematics is practised during all activities. Children learn to count in groups with poppies as they celebrate festivals and traditions. Staff help children to represent amounts with numbers and use vocabulary such as 'more' and 'less' when weighing. However, these activities are sometimes too complicated for the youngest children. Two-year-olds do not participate as effectively during this time and become easily distracted. This means that they do not make as much progress in group work.
- The manager ensures that children are safe in the setting. Staff teach children about risks while children develop their physical skills outdoors. For example, children quickly learn to use the stairs safely, and they say, 'We need to walk so we don't slip when it rains.' This shows they are beginning to understand how to keep themselves safe. However, staff do not consistently help children to learn about the potential risks when they use technology.
- Children with special educational needs and/or disabilities are well supported. The manager works closely with parents and other agencies to ensure provision is suitable. Staff adapt routines so all children are included. Children develop an understanding of similarities and differences so everyone is treated equally and feels valued.
- The manager acts as a role model for staff. She uses her experience to plan and lead activities that prepare children for their transition to school. The manager recognises the strengths in her team and staff feel supported and able to develop their knowledge.
- Parents comment positively about the setting and the progress children make. For example, parents report that children have detailed knowledge of the meaning of Remembrance Day. This shows that learning is remembered.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to recognise signs and symptoms of abuse. They know how to report concerns or use the policies in place to support them. Staff know to report any allegations made about them or the manager to the designated officer. The manager is aware of her responsibilities and works in partnership with other settings to safeguard children. She completes risk assessments to ensure that the premises are safe and secure. She has made improvements to the daily routines, such as recording nappy changes and locking internal doors, to benefit the safety and well-being of the children.

What does the setting need to do to improve?

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

- develop ways to extend individual learning opportunities for children during

group activities, to enable them to make more progress

- simplify group activities and be clear about what two-year-olds need to learn, to enable them to join in more
- explore ways of helping children to develop their knowledge of the potential risks when they use technical devices to access the internet.

Setting details

Unique reference number	EY562225
Local authority	Leicestershire
Inspection number	10191105
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	39
Name of registered person	Chandler, Claire Louise
Registered person unique reference number	RP562224
Telephone number	01455 824173
Date of previous inspection	Not applicable

Information about this early years setting

Chapel Lane Playgroup registered in 2018. It is based in Desford, Leicestershire. The playgroup employs four members of staff, including the manager. Two members of staff hold an appropriate qualification at level 3. The manager is a qualified primary teacher. The playgroup opens Monday to Friday, term time only. Sessions are from 9am until midday or 9am until 3pm on selected days.

Information about this inspection

Inspector

Donna Edwards

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- All staff spoke to the inspector during the inspection, and the inspector took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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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