

Inspection of Thorpe Acre Pre-School Playgroup

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

Inspection date: 6 December 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children confidently separate from their parents on arrival at the setting. They smile and wave goodbye to them as they are warmly welcomed by staff. Children find their individual name cards to mark themselves as arrived. Staff encourage children to do things for themselves from the start of their time at the setting. Children show good levels of independence. They excitedly choose what they would like to play with and quickly become engaged in play. Children develop an understanding of routines and staff's expectations. For example, they know to wash their hands and hang up their coats and bags on arrival. Children know which is their 'box' and that they can use these to store their artwork. They proudly place their completed pictures inside, ready to take home and share with their parents.

All children build strong relationships with staff and develop close friendships with each other. Younger children who have had fewer opportunities to mix with others, quickly learn to share and take turns with the resources and equipment. Older children use the sand timer to help monitor the time spent with equipment. They agree on how many laps of the garden to do before it is someone else's turn on the wheeled toys. Children use their imagination well during role-play games. They act out familiar events and scenarios and use the knowledge they have gained through activities, during their play.

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

- Staff provide activities that help children develop the key skills needed for their future learning. They teach children how to use equipment safely, such as sticky tape dispensers, scissors, and paint dabbers. Children show good levels of concentration and perseverance to master new skills. They carefully watch a member of staff before they successfully unscrew the lid of a paint dabber. Children show their delight and sense of achievement as they make marks on paper. They continue to repeat the process again and again, with increasing skill and dexterity.
- The manager and staff have a good understanding of what they want children to learn. They plan activities that they know children will be interested in and, overall, interact positively with them. The manager offers support and coaching to staff through regular supervisions. However, these are not fully embedded into practice to help all staff to improve their knowledge and teaching skills further.
- Staff recognise the importance of supporting children's communication and language development. They engage in conversations with children as they play. Staff introduce, model, and repeat the correct use of words. They ask children questions and listen to what they have to say. Visual timetables and picture cards are used to help all children feel included, helping them to understand and

to express themselves. Targeted language and communication group sessions feature regularly and provide additional support for children who are less confident in using their speaking skills.

- Children's good health is promoted well. They benefit from lots of opportunities to be physically active. Children can choose to play outside in all weathers. Staff remind children of the importance of wearing appropriate clothing when it is cold or wet. Children are encouraged to make healthy food choices at snack time and from their lunch box. They learn how to look after their teeth through activities, stories, and discussion. Effective hygiene routines are in place and are followed by staff and children to help protect everyone's ongoing health and safety.
- Staff work well together and provide a calm and harmonious learning environment for children. All children behave well and staff use appropriate strategies to ensure that children know and understand what is expected of them. A tambourine is used to capture children's attention. Children know to stop what they are doing and to listen. However, at times, this creates a stop and start feel to the session that unnecessarily interrupts some children's play and learning.
- Managers and staff get to know children and their families well. Staff gather detailed information about children's individual needs and experiences from the start. They assess what children know and can do and use this information to plan a broad range of experiences. During the COVID-19 pandemic, the managers and staff remained in touch with parents and children who were not able to attend. Staff provided parents with information and ideas of activities that they could use to continue to support their children's ongoing learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. Procedures are in place to ensure that all people associated with the setting and those working with the children are suitable. Staff undertake regular training and discuss safeguarding issues during meetings to keep their knowledge and understanding up to date. Managers and staff are confident in how to report any concerns about a child's welfare. Staff work well together to ensure that children are appropriately supervised at all times. Risk assessments help staff to identify hazards that pose a risk to children. Appropriate action is taken to ensure that the premises are safe and secure.

What does the setting need to do to improve?

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

- focus more sharply on support and coaching for staff to help them to gain an

even better knowledge of how to support children's learning

- refine the organisation of daily routines to minimise interruptions to children's play and learning.

Setting details

Unique reference number	EY283409
Local authority	Leicestershire
Inspection number	10151523
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	23
Number of children on roll	28
Name of registered person	Thorpe Acre Pre-School Playgroup Committee
Registered person unique reference number	RP524162
Telephone number	07803 054757
Date of previous inspection	13 March 2020

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 2 and 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

Claire Muddimer

Inspection activities

- This was the first routine inspection the setting 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 observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager. They completed a learning walk together so the inspector could find out about the manager's intent for the setting's curriculum.
- The inspector held a meeting with the manager. They looked at relevant documentation and checked evidence of the suitability of staff working in the setting.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of 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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