

Inspection of Manthorpe Pre-School Playgroup

Low Road, Manthorpe, GRANTHAM, Lincolnshire NG31 8NQ

Inspection date: 25 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are enthusiastic learners who love coming to the homely environment created by staff. Children's interests and happiness are at the heart of every experience staff plan, capturing children's attention. Children develop secure relationships with staff and other children. This positively impacts on children's emotional development and well-being and ensures they feel safe.

Children acquire a breadth of skills and knowledge and make choices from a range of fully accessible resources. Children use their keen imagination while developing their hand muscles. For example, children show determination when chopping up different vegetables, making vegetable soup at their restaurant. They are proud of what makes them unique as they discuss that some of them are vegan.

Children are curious and independent. They share their ideas while exploring a range of physical opportunities. For example, children decide they want to go down the slide faster. The children discuss different ways they could speed up. Supported by staff, they try sitting on a mat. The children confidently tell the inspector their idea worked 'super well' and laugh as they slide much faster. Children adhere to staff's consistent boundaries and behave exceptionally well. Older children remind younger children they must wash their hands before snack time. Children are very courteous to others and consistently use their manners. Children hold the door for their friends and say 'excuse me' when they have something to tell staff.

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

- Staff have an extensive knowledge of children's learning and development needs and have high aspirations for all children. They observe the children throughout the day and accurately assess what they need to learn next. Staff identify any potential gaps in learning or experiences. They work effectively with other agencies when children need additional support.
- Staff are caring and show particular dedication when supporting children with special educational needs and/or disabilities. They adapt opportunities to ensure every child fully accesses the curriculum, including using Makaton communication. This allows all children to feel included, interacting with staff and building friendships with their peers. While practising the sign for 'sad', a child signs to his friends, 'I'm not sad, I'm happy.'
- Staff follow children's interests when planning learning opportunities. For instance, staff support children to repeat familiar phrases through their interest in sharks. Children listen intently as staff read the story and excitedly shout, 'There's a shark in the park!'. Staff encourage them to use a pretend telescope and search for the shark. The children are inquisitive and ask, 'Why isn't it a crocodile?'.

- Staff's interactions are effective. Staff use a mix of instructions, commentary and questions while making gloop with the children. The children use their hands and different objects to make marks in the gloop. Children discuss what they can see and feel, learning new vocabulary such as 'disappear' and 'oval'. However, occasionally, some adult-led activities are not fully adapted for different children's abilities. Therefore, some children who need more challenge begin to lose focus in the activity.
- Staff praise children when they are independent and put their shoes and coats on without support. Children relish in opportunities to solve problems. For example, children smile as they work out as a team how to successfully move a pipe, making a ramp for their cars. Children understand and follow instructions from staff. However, on occasion, staff do not help children to understand what is expected of them next, meaning transitions through the day are not always purposeful. For example, children become distracted when lining up to wash their hands as staff do not make clear that it is lunchtime.
- Staff support children to learn about different values within the community and wider world, such as the importance of family mealtimes. Staff eat lunch with the children, discussing different foods they enjoy and where they are from. Children and their families share their different cultures and celebrations with the setting, such as Diwali. Staff plan opportunities to help children learn about nature that they may not have experienced before, including watching chicks hatch from eggs.
- Leaders and managers are passionate about good-quality professional development and offer a broad range of training. The well-established leadership team creates an environment where staff continuously evaluate the children's experience and work together to implement improvements. Leaders support all staff to develop their practice.
- Staff work closely alongside parents and other providers on all aspects of children's learning and care needs, including toilet training. Parents are well informed about their child's development and feel involved in the setting's improvements.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge of how to keep children safe from harm. The site is secure, and there are clear procedures in place for visitors. Staff assess the site regularly to make sure it is a safe place for children to play. Staff implement effective measures to ensure children are safe. They give children the knowledge to begin to know how to keep themselves safe, for example when they use the internet.

Staff and leaders know children and their families well and are alert to concerning signs and symptoms. They are confident in fulfilling their responsibilities, including reporting and escalating any concerns. There are procedures in place to ensure the ongoing suitability of all staff.

What does the setting need to do to improve?

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

- differentiate further when planning adult-led activities, ensuring they provide suitable challenge for children and fully support all children's developmental needs
- strengthen the use of daily routines to further develop children's understanding of staff's expectations, to reduce the amount of time children spend not being occupied.

Setting details

Unique reference number	253484
Local authority	Lincolnshire
Inspection number	10138591
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	17
Name of registered person	Manthorpe Pre-School Playgroup Committee
Registered person unique reference number	RP909650
Telephone number	01476 573893
Date of previous inspection	16 July 2015

Information about this early years setting

Manthorpe Pre-School Playgroup, Grantham, was registered in 1967. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications between level 2 and level 6. The pre-school opens from 9am to 4pm Monday to Friday during school term times. The pre-school provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

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 setting and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together, discussing the intention for children and how the environment is designed.
- The inspector observed staff and children of all ages throughout the setting, inside and outside, evaluating the quality of education and its impact on all children's learning and development.
- The inspector and manager observed and evaluated an activity and its effectiveness.
- The inspector spoke to a range of parents and took their views into account.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.
- The inspector held discussions with leaders, managers and staff regularly throughout the inspection.
- The inspector talked to children about their time at the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022