

Inspection of Hugglescote Playgroup

Grange Road, Hugglescote, Coalville, Leicestershire LE67 2BQ

Inspection date: 15 March 2022

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

The provision is good

Children are happy at the playgroup. They show an interest and are engaged in activities. Older children work together as a team creating 'a giant beanstalk' from a cardboard tube. They share their ideas with each other and staff, enthusiastically discussing how they can stick leaves on the tube. 'I can use tape' one says smiling, as staff praise them for their ideas. Children are taught how to use tools in a safe way. For example, older children learn from staff how to safely use scissors to cut tape. Children access a well-equipped and secure garden. They develop their physical skills as they use their feet to climb up the new climbing wall. Younger children enjoy pushing toy diggers up and down a large sandpit.

Children behave well. They react positively when staff remind them to share toys with their friends. Children have good relationships with staff. Younger children actively engage with staff during a painting activity. They encourage children to use their imagination as they create their own pictures. Children say that they have painted 'jelly on a plate'. They laugh and wiggle in their chairs as staff sing a 'jelly wobble' song.

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

- Children progress in their learning and development. Staff spend quality time with children and get to know them really well. They plan a curriculum that takes into account what children already know and can do. Staff challenge and extend children's learning and skills during activities. For example, younger children are challenged to thread small cereal hoops onto thin sticks. This further develops their concentration and physical skills.
- Staff identify children who may need additional help. They work well with other professionals, implementing support plans to allow all children to improve their learning.
- Staff provide numerous opportunities for children to strengthen their mathematical knowledge. Staff teach older children how to measure leaves using a tape measure. Children look at the numbers on the tape measure, confidently saying 'that's seven' and 'it's number one'. Staff teach the children about size. Children comment on the height of a beanstalk they are making, saying 'it's massive'. They discuss if the beanstalk is taller or smaller than an adult.
- Staff teach children how to be independent, preparing them for the next stage in their learning. Children confidently pour their own drinks at snack time. Younger children are encouraged to put on and zip up their own coats.
- Staff teach children how to keep safe. Children press a bell at the bottom of the stairs, signalling to staff they want to access the upstairs playrooms. Staff then help them to climb the stairs safely.
- The manager and staff have good relationships with parents. Parent meetings

are held in order for key workers to discuss children's progress. Staff actively engage parents in their child's learning by providing 'home learning' books, which contain tasks for them to complete. However, parents are not always provided with information that helps support their children to learn about the correct use of technology at home.

- The manager has strong relationships with staff. She gives feedback to staff on their performance in order for them to develop their professional practice. The manager upskills staff by sharing what she has learned in training. For example, she models how they can enhance their delivery of activities to support children's early reading and writing skills. Staff report they feel supported.
- The manager and staff regularly reflect on what experiences the playgroup offers to children, making changes where needed. For example, dens were constructed in the garden, reflecting children's current interest and enjoyment of hiding.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of the different types of abuse children can be subjected to, including the 'Prevent' duty. They know the importance of reporting and recording these concerns. This enables staff to keep children safe from potential harm. The manager refreshes staff's understanding on safeguarding issues by regularly discussing them during staff meetings. The setting is safe and secure. For example, gates are placed at the top and bottom of stairs. Staff risk assess any new resources donated to the playgroup, making sure they are suitable before children use them. This keeps children safe from potential injury or accidents.

What does the setting need to do to improve?

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

- enhance parent partnership to include information on how children use digital technology at home.

Setting details

Unique reference number	226216
Local authority	Leicestershire
Inspection number	10064439
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	55
Name of registered person	Hugglescote Playgroup Committee
Registered person unique reference number	RP522968
Telephone number	07385 176003
Date of previous inspection	19 November 2015

Information about this early years setting

Hugglescote Playgroup, based in Leicestershire, is a committee ran playgroup which was registered in 1984. The playgroup employs 10 members of childcare staff; all hold appropriate early years qualifications. Three are qualified at level 4, five at level 3 and two at level 2. The playgroup opens Monday to Friday, 8am until 5pm, term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

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 setting.
- The manager and the inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children. The manager talked to the inspector about their curriculum and what they want the children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they were doing during activities.
- Parents and staff shared their views with the inspector during the inspection.
- The inspector carried out a joint observation on an activity with the manager.
- A sample of relevant documentation was viewed by the inspector, including staff qualifications and Disclosure and Barring Service records.

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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