

Inspection of Little Beans Playgroup

Arnbrook Children's Centre, Bestwood Lodge Drive, Arnold, Nottingham,
Nottinghamshire NG5 8NE

Inspection date: 9 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive eager to play and happily leave their parents at the gate outside. Nurturing and caring staff support those children who are a little unsure and offer cuddles for reassurance. This helps to promote children's emotional security. Children are proud of their achievements and are keen to show their friends and staff a ladybird they have picked up. They giggle and say it is tickling their hand. When the ladybird tips onto its back, staff support children to gently guide it over to its feet. This promotes children's understanding of how to care for living things. Children develop good social skills as they engage in conversations with visitors and those around them. They pull up a tyre, sit down and ask visitors, 'how you doing?'.

Children show good understanding of mathematical concepts. They line up toy dinosaurs and staff ask how many they have. When children count one to three, staff ask, 'and if you add one more?'. Children count to check and say, 'four'. Children ask questions using polite phrases, such as 'excuse me' when they wish to speak. They behave well and learn how to compromise. For example, children use a sand timer to determine when to take a turn on the very popular wheeled toys.

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

- The provider strives to make the playgroup the best it can be for the children and families who attend. The staff team is relatively small and there are new staff in position. Staff comment on the approachable nature of the provider and say they feel happy and supported in their role.
- The provider carries out regular one-to-one meetings with staff, where they are supported to identify training they may wish to attend to deepen their knowledge and skills. However, the provider acknowledges these meetings could be improved even further to reflect on the quality of teaching and learning experiences for children, to build on existing good practice.
- Staff encourage children's listening and attention skills during morning circle time. This session is immediately followed by snack time, where children show good independence skills as they wash their hands before eating. However, the length of these routine adult-guided activities results in some children becoming restless and not engaged in purposeful play and learning.
- The provider and staff provide a well-thought-out curriculum for all children. It is carefully planned and structured to build on what children need to learn next. For example, staff have identified that children need support with managing and naming their emotions. Staff support children to consistently build their knowledge and understanding of emotions. They plan relevant activities, such as reading books that centre on colours that define an emotion. Children confidently identify that green relates to feeling calm. They make angry noises

when they see the colour red. This contributes to children's personal, social and emotional development.

- Staff interact positively with children as they play alongside them. Children enjoy the variety of activities that staff provide. They are curious to explore the water and easel, they ask staff for some colours to add. Staff ask the children what colours they make as they mix the food colourings together. Children spend a long time exploring this activity as they develop their small muscles and use different sized brushes to support their creativity.
- Staff provide a wide range of opportunities for children to develop their physical skills. Children play outside most of the sessions, this contributes to a healthy lifestyle. Staff are mindful of the different homes children live in and the fact some may not have the benefit of a garden. Staff set rules and boundaries when children play on the wheeled toys. For example, children know they need to stay on the road track. Children show great skill as they negotiate space, avoiding obstacles on the balance bikes and scooters.
- Staff quickly identify any children who may benefit from additional support. They monitor children's progress and put in place achievable next steps to help children succeed to the best of their ability. The playgroup liaises with parents to gather a full picture of children's needs. The provider uses additional funding to purchase additional resources that best support children to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a good understanding of their responsibilities to keep children safe. They know the signs and symptoms that may indicate a child is at risk of abuse or neglect. Staff are confident in the process to follow in response to a concern about a child in their care. They demonstrate a good understanding of processes in place in the event of an allegation being made against them or any other member of staff. The provider has a thorough recruitment process and induction procedure to ensure staff working with children are suitable. The premises are secure and well maintained, which contributes to keeping children safe.

What does the setting need to do to improve?

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

- target staff one- to-one meetings to raise the quality of education for children to the highest level
- review the organisation of the playgroup day, to ensure children remain fully engaged in purposeful play and learning.

Setting details

Unique reference number	2525201
Local authority	Nottinghamshire County Council
Inspection number	10208244
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 10
Total number of places	30
Number of children on roll	35
Name of registered person	Little Beans Childcare Ltd
Registered person unique reference number	2525200
Telephone number	07783196496
Date of previous inspection	Not applicable

Information about this early years setting

Little Beans Playgroup re-registered in 2019. They are located in Arnold, Nottingham. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, all year round. Sessions are from 7.45am until 5.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

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 playgroup.
- The provider, a member of staff and the inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several parents and took account of feedback offered.

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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