

Inspection of Tollerton Playgroup

Tollerton Primary School, Burnside Grove, Tollerton, Nottingham, Nottinghamshire
NG12 4ET

Inspection date: 19 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 are happy and safe in the welcoming environment created by staff. They have close bonds with staff, who greet them with a smile. Children happily seek a reassuring cuddle or help from staff when needed. This supports children's well-being and ensures they feel secure enough to explore the wide range of resources available.

Children are confident and enjoy having conversations with others. They listen to others and wait for the appropriate time to speak. Children learn about emotions with staff and talk positively about what makes them unique. They laugh as they practise making faces in the mirror. Children show their caring nature, explaining they could 'give someone cuddles', if they looked sad. With staff they look at pictures of a variety of people. Staff help children to use their imagination and share ideas on how the people are feeling and why. Children are curious, asking questions about things they have not seen before, including braces on a person's teeth. They listen carefully to staff as they explain what they are for. Children discuss with staff things that make them similar to others in the pictures, including skin and hair colour.

Children are keen to try things for themselves. They persevere, with staff's encouragement, to cut cucumber and other healthy foods for snack. They know the routines during the day and what staff expect of them. Children hang their coats on their peg and place craft items they have made into their draw, ready to take home.

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

- Staff interact with children well, asking them appropriate questions and making sure they have enough time to respond. They develop children's communication and language and teach them the importance of stories. When staff ask what all good stories start with children reply, 'Once upon a time'. Staff repeat key words and phrases from books and allow children time to suggest what comes next. Children draw pictures of the story and tell staff what they have drawn, using information they recall.
- Staff encourage children to share resources with each other, reminding them of how to ask politely using the words please and thank you. Children respect each other and the resources in the setting.
- Staff help children to learn how to do things for themselves and how to keep themselves healthy. They encourage children to wash their hands and wipe their nose without support. Staff talk to children about the food they eat and what is healthy.
- Staff know their key children well. They observe children throughout the day,

assessing what they know and can do. Staff identify what children need to learn next, and any potential gaps in children's learning and experiences. This includes those children who may need additional support. Staff do not always effectively share information with each other about what aspects of learning they are supporting children with. Therefore, staff cannot always focus their support during activities and some children do not make the most progress they are capable of.

- Staff plan learning opportunities for children based around their interests. Children develop their ability to share and their physical skills as they use ride-on cars to negotiate around the outdoor environment. They exclaim 'traffic jam', and staff help them understand how to use their legs to move in a bigger 'turning circle'. Occasionally, staff do not give children enough support to be able to make choices when they are free to choose where they play. Therefore, at times, some children wander around the environment without engaging in play.
- Staff help children learn about the world around them. They teach children how to plant and take care of seeds, and link this to the book they have been reading. Staff teach children new vocabulary about capacity and support them to develop their hand muscles when digging and moving soil with spades.
- Leaders provide high-quality training for all staff that improves the experiences for children. For example, staff undertake training to provide them with further knowledge and skills to help children who struggle with verbal communication. They work together to share good practice and ideas to improve the playgroup.
- Parents and carers are complimentary about all aspects of the playgroup, including staff's 'phenomenal attention and care'. They say that communication is excellent, and they feel included in all aspects of their child's learning and development. Parents explain that staff make great efforts in supporting children to be school ready.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders understand their responsibilities in keeping children safe. Safeguarding policies and procedures are kept up to date and shared with all staff. The site is secure and safe. Staff check the environment throughout the day to ensure it is a safe place for children to play. Staff demonstrate a good understanding of the signs and symptoms that a child may be at risk of harm. They are confident in reporting any concerns to the relevant professionals, such as the safeguarding team and the police. There is a clear procedure in place for visitors, including checking identification. Leaders have a robust recruitment procedure in place. They continuously monitor the suitability of all staff working directly with children.

What does the setting need to do to improve?

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

- make the most of information gathered about what children know and can do to consistently focus support on what children need to learn next
- provide children with further support during child-led play to help them focus more on their chosen play.

Setting details

Unique reference number	2548487
Local authority	Nottinghamshire County Council
Inspection number	10233437
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	26
Number of children on roll	52
Name of registered person	Tollerton Playgroup.
Registered person unique reference number	2548486
Telephone number	01159376908
Date of previous inspection	Not applicable

Information about this early years setting

Tollerton Playgroup, Tollerton, Nottinghamshire registered in November 2019. The playgroup employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including the leader who holds qualified teacher status. The playgroup opens from Monday to Friday, term time only. Sessions are from 8.45am to 11.45am and from 12.30pm to 3.30pm. There is an optional lunch club from 11.45am to 12.30pm. The playgroup 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 the evaluation of the setting.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the setting.
- The inspector held discussions with staff and leaders regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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