

# Inspection of Ellistown Playgroup

Ellistown Cp School, Whitehill Road, Ellistown, Coalville, Leicestershire LE67 1EN

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Inspection date:

19 May 2022

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## Overall effectiveness

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## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

On arrival, children demonstrate they feel safe and secure as they happily wave goodbye to their parents. They are eager to come into the setting and enjoy the company of staff. Children establish trusting relationships and have a good sense of belonging. Since the last inspection, the provider has made some positive changes to the playgroup. However, there are still some weaknesses in the quality of education, which do not fully support the learning needs of all children.

The manager describes a broad and balanced curriculum to promote children's learning. Some activities are implemented well. For instance, during a play dough activity, children look through their favourite books. They identify an animal they would like to create, such as a monkey or snake. They use their imagination and small finger muscles to carefully arrange googly eyes and pipe cleaners to the play dough animal. Children ask staff questions, such as 'What is that black bit in the eye?' Staff explain it is the pupil and direct the children to look in the mirror to see their pupil. However, the curriculum is not always delivered consistently. For example, during some activities, staff do not focus on the learning intentions. As a result, children do not remain engaged and lose interest quickly.

Staff support children to understand the routines of the day and know when it is time to tidy up and wash hands. Staff consistently praise children for their efforts, achievements and positive behaviours. Children develop confidence and a positive self-esteem.

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

- The manager is dedicated to her role and appreciates staff's commitment and contributions to the playgroup. However, she does not provide targeted support for individual staff or regular one-to-one meetings. The one-to-one meetings that are carried out do not identify clear objectives for staff to work towards or training needs. Therefore, staff's goals for improvement are often not identified and the teaching practice is inconsistent.
- Children with special educational needs and/or disabilities (SEND) are well cared for. The special educational needs coordinator for the playgroup works very closely with parents and a wide range of external professionals to ensure the needs of children with SEND are met. This joined-up approach helps to ensure that activities and routines benefit children and help them to learn and develop.
- The children choose from a healthy range of fruits and yoghurts at snack time. Mealtimes are relaxing, calm, and social times. Staff support children's good health and hygiene by ensuring they wash their hands before eating. Staff say that they talk to children about the importance of brushing teeth. However, parents report that information is not shared with them about how the

playgroup promotes good oral health, stating they have not yet received any advice or support about it.

- Staff have a good understanding of how to manage children's behaviour effectively. They clearly demonstrate the rules and boundaries of the playgroup. Staff deal with any unwanted behaviour in a positive manner and explain to children the possible impact of their behaviour. Children behave well because expectations for their behaviour are clear.
- Staff prepare children well for their transition into school. Children are encouraged to do things for themselves and develop independence skills. For example, children open the packaging of foods that are in their lunch box, they confidently use the toilet and wash their hands without staff support.
- The large garden is well used. All children have the opportunity to play outside each day in the fresh air. There is a wide range of resources and activities, which engages children and supports their learning. Children concentrate at their chosen activity, play cooperatively with their friends and use their imagination to make mud pies and mud cakes. That said, the indoor environment offers fewer rich experiences. When playing indoors, children quickly lose interest, as the activities lack challenge and excitement.
- Parents speak highly of the playgroup. Before starting at the playgroup, staff gather information from parents and carers about their children's home life and experiences. This helps them to understand what children already know and can do. Parents confirm that they are kept informed about their child's progress.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard children to keep them safe. They demonstrate a sufficient understanding of the signs that indicate a child may be at risk of abuse. All staff know the procedure to report concerns about children's welfare. This includes reporting any allegations made against a colleague. Staff complete effective risk assessments to keep children safe at the playgroup. Discussions take place with the children about the importance of cutting up grapes, so they do not choke on them. Children are reminded to keep their chair on the floor, so they do not fall forward. The manager completes suitability checks on staff to ensure they are safe to work with children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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embed and strengthen arrangements for staff supervision to identify any weaknesses and to target support and training effectively, to improve outcomes for children.	17/06/2022
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**To further improve the quality of the early years provision, the provider should:**

- support staff to enhance the curriculum in the indoor area to provide those children who prefer to learn inside with rich learning experiences
- strengthen the implementation of the curriculum to ensure all children receive experiences that support and extend their learning
- extend partnerships with parents to involve them in helping children to learn about the importance of good oral health.

## Setting details

<b>Unique reference number</b>	EY561145
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10203280
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Rennocks, Georgina
<b>Registered person unique reference number</b>	RP561144
<b>Telephone number</b>	07411215216
<b>Date of previous inspection</b>	9 July 2021

## Information about this early years setting

Ellistown Playgroup registered in 2018 and is located in Leicestershire. It employs four members of staff, including the managers. All staff hold appropriate early years qualifications at level 3. The playgroup opens on Monday and Friday, from 9am to midday, and on Tuesday, Wednesday and Thursday, from 9am to 3pm, during term time.

## Information about this inspection

**Inspector**  
Kelly Langley

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager completed a learning walk together. The inspector spoke with the manager and staff to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with the setting's nominated special educational needs coordinator.

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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