

Inspection of London Road Playgroup And Pre-School

London Road Playgroup & Pre School, Victoria Avenue, Worcester, Worcestershire
WR5 1ED

Inspection date:

25 May 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children who attend this setting are extremely happy and relish taking part in the different activities that are available to them. They smile and laugh with their friends and staff, and are eager to involve them in their play. They work together harmoniously as they negotiate how and where to build a track and discuss what shape the track is. Children concentrate for prolonged periods of time at their chosen task. They persevere as they pile bricks into a wheelbarrow and manoeuvre it around obstacles. They pause to rearrange the bricks when they fall out and consider the best way to pile the bricks back into the wheelbarrow, so that they reach their destination.

Superb consideration is given to enable children to develop their own ideas and make choices for themselves. Staff have turned an outbuilding into a 'Room of Requirement' to further enhance children's imagination. Children decide what they would like the room to be every week and what resources they need. For example, it is currently a fairy tale castle, equipped with prince and princess dressing-up clothes and a role-play picnic area for the Queen's Jubilee.

Children's behaviour is exemplary, and they show empathy and kindness to their friends. They gently put their arms around them and lead them by the hand to involve them in activities. Staff are meticulous in teaching children to be polite and courteous to each other.

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

- The setting benefits from a well-established leadership team, who are highly motivated and have a wealth of experience. They are passionate about their role and are enthusiastic to share their knowledge and commitment with others. They lead a staff team who are highly qualified and totally committed to providing the children who attend with experiences that motivate them and prepare them for future learning.
- Staff attend copious amounts of training to further their knowledge and skills. They share what they have learned with each other, so that all staff continually develop their expertise. Managers and staff observe each other's practice as they work together. They share ideas and suggestions to enhance all aspects of their practice and ensure that the setting continues to evolve.
- The support for children with special educational needs and/or disabilities is superb. The special educational needs coordinator works tirelessly to involve other professionals and ensure children receive the support they need. Staff recognise children's individual needs and adapt the curriculum and routines. This ensures that all children can participate at their own level in an environment in which they feel confident and comfortable.

- All children develop a deep-rooted enjoyment of being outdoors. They participate in outdoor activities daily. Pre-school children delight as they take part in a forest school session. They enthusiastically jump and splash in a large muddy puddle, squealing with delight as they cover themselves and their friends in mud. They dig the mud and carry it carefully in buckets to the grassed area to fill in the holes and make the surface even in preparation for their sports day. Staff link activities to familiar books and stories, such as 'Room on the Broom' where the animals come out of a bog to rescue the witch.
- Staff plan a wide range of activities based on children's interest and what they need to learn next. This is a pack away setting so, due to the confines of the premises and the need for a structured routine, not all resources are readily available on each day. Therefore, staff have successfully introduced systems, such as a photo catalogue, to enable children to extend their own learning and make choices within the learning environment. In addition, staff innovatively introduce days where children arrive to find few, or no resources have been put out. Children use their negotiating skills as they discuss with each other and make decisions about what they want to play with.
- Children's physical skills are given high priority. They learn to move in a variety of different ways as they expertly balance on and jump over beams. They develop fine motor skills as they use tweezers with dexterity to pick up sequins and 'jewels' and place them carefully onto their crowns.
- Older children are exceptionally well prepared for the move on to school. They are extremely confident and self-assured. They proudly talk about items they bring in from home and show them to their friends during circle time. Children are independent in their self-help skills. They change their clothes and put on pumps in readiness for a physical education session. Staff work closely with schools that children will move on to. They share information and assessments to ensure that children settle quickly, and transitions are seamless.
- Parents are exceptionally pleased with the quality of care and learning that their children receive. Staff share information with parents and involve them fully in their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend training to ensure they have an in-depth knowledge of safeguarding. They can recognise the signs that may lead them to have concerns about a child in their care. They are fully aware of the procedures they should follow and where to report any concerns, including about another member of staff. Recruitment procedures are robust to ensure that anyone working with the children is safe and suitable. Children understand the reasons for simple rules to keep them safe. They know that they hold onto the rail when walking up and down stairs.

Setting details

Unique reference number	2507798
Local authority	Worcestershire
Inspection number	10194445
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	0 to 4
Total number of places	62
Number of children on roll	40
Name of registered person	London Road Playgroup & Pre-School CIO
Registered person unique reference number	2507797
Telephone number	01905 764490
Date of previous inspection	Not applicable

Information about this early years setting

London Road Playgroup And Pre-School registered in 2018. It is situated in Worcester. The setting operates Monday to Friday term time only. Sessions are from 9am until midday, midday until 3pm or 9am until 3pm. The setting employs 10 members of staff. Of these, five are qualified to level 6, four hold level 3 and one holds level 2. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

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 this into account in their evaluation of the setting.
- A meeting was held between the inspector, the manager and the deputy manager.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The manager, deputy manager and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

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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