

# Inspection of Haywood Road Pre-School Playgroup

Community Centre, 46 Haywood Road, Mapperley, NOTTINGHAM NG3 6AB

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Inspection date: 13 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### **The provision is good**

Children enter the pre-school independently as they happily leave their parents at the door. Staff are warm and welcoming, which helps children settle quickly into their chosen play. Children are familiar with what is expected of them and the routines of the day. For example, when children enter the room, they know where to put their water bottles and who to give their lunch boxes to for safe storage. Children behave well. They play cooperatively with one another and confidently take the lead when initiating their own games. Outside, children particularly enjoy playing hide and seek games and welcome staff to join in. The whole game becomes an expedition as children explore various hiding places to find their friends.

Children take an active role in deciding what they would like to play with on the day they attend and for the following day. Staff use this information to plan activities and experiences for children. They help extend children's learning through their positive interaction with them. This ensures children receive an ambitious curriculum to support their learning. Children particularly enjoy outside play. They excitedly explore the sensory garden. Children learn to use objects such as watering cans safely as they water the plants. Other children have fun experimenting with sound and rhythm. They confidently express themselves as they use wooden spoons to bang pots and pans loudly.

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

- Partnership with parents is strong. Parents comment how well their children are developing. They notice that their children are increasing their range of vocabulary and learning new skills. Parents value the way that information is shared and exchanged between themselves and the staff team.
- Children are happy, engaged and make independent choices in their play. They show good levels of focus and concentration, in particular when using pencils on paper. For example, once children have finished their picture, they take their time to form the letters of their name before offering their picture to the staff.
- Staff know their key children well and what they want them to learn. However, occasionally, staff do not follow through planned mathematical activities well enough to ensure that the learning intention is fulfilled. For example, during a table-top matching game, staff do not extend and broaden children's understanding and knowledge of numbers further.
- Children have a positive attitude to their learning and eagerly participate in activities presented to them. However, sometimes the most confident and articulate children dominate some activities. Staff do not always quickly recognise when to include the less confident children in the group activity. This means that, sometimes, these children do not receive the same positive

interaction from staff to support their learning as the more confident children do.

- Children enjoy the company of their friends as much as they do with the staff. There are close relationships between all of them. Staff raise children's self-esteem and well-being effectively. They praise children on their achievements, for example by saying, 'Well done,' and using a 'high-five' action. Children quickly and positively respond as they smile, laugh and giggle.
- Key persons share relevant information with their colleagues about their key children's next steps in their learning. Staff work well together to support all children's continued learning. Any additional funding is used appropriately to support children and to broaden their experiences from home. For example, a balance bicycle has been purchased to help children develop their physical skills.
- Children are offered plenty of time outside in the fresh air to support their health and well-being. They access a variety of toys and resources to continue to support their learning and interests. Children take their own calculated risks as they climb on apparatus, or they sit on the grass, exploring and talking about the daisies with staff.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are very secure in their knowledge of how to keep children safe. They complete regular training to keep their knowledge and understanding of child protection up to date, including how to protect children and their families from extremist views. Staff are confident in the procedures they must follow should they have a concern about a child's welfare. The manager and committee ensure that they provide Ofsted with the information necessary to carry out suitability checks on all committee members. Ongoing suitability checks of all the staff and committee members are maintained. Staff supervise children closely in a safe environment.

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

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

- support staff to implement the learning intentions of planned activities consistently, to enable children to gain the best outcome from these experiences and learn as much as they can
- help all staff to recognise when to involve children who are quieter and less confident so that they receive the same levels of positive interaction as their more confident friends.

## Setting details

<b>Unique reference number</b>	253214
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10232246
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full 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>	31
<b>Name of registered person</b>	Haywood Road Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP522870
<b>Telephone number</b>	01157468047
<b>Date of previous inspection</b>	28 February 2022

## Information about this early years setting

Haywood Road Pre-School Playgroup registered in 1969 and is situated in a community centre in Mapperley, Nottinghamshire. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and the manager holds a level 6 qualification. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Judith Rayner

## 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 observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector took account of the written views from parents and those spoken to on the day of the inspection.
- The inspector spoke with the manager, the nominated individual of the committee, staff and the children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including the evidence of staff qualifications and the suitability of the committee members and the staff working with the children.

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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