

Inspection of Glenfield Methodist Playgroup

Glenfield Methodist Church, Station Road, Glenfield, LEICESTER LE3 8BT

Inspection date: 23 June 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children happily enter the playgroup and tell visitors that they love playing with the dolls and phones. They choose to go outside and independently put on their hats, as they have learnt that this protects them from the sun. Children confidently explore the resources placed outside. They dig in the sand and paint bricks with water, developing their physical skills. They use their hand-to-eye coordination as they pour water from different containers. Staff promote communication and language as they encourage children to touch the water and ice and describe how they feel.

Staff count with the children as they play hide and seek. They support the children to count to 10 before they look for those that are hiding. Children enjoy using the large area to run and excitedly find their friends. While outside, staff make available a range of boxes for children to investigate. Children sit inside them and try wearing them as hats. Staff encourage them to use their imagination and pretend to be a robot. They help them to make holes for eyes and to talk in a robotic voice. Children select pictures of towers and use blocks to recreate the image. When they find it tricky to put the blocks in the correct place, staff support them to persevere until they succeed. When they have completed the building, they celebrate.

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

- Staff follow children's interests to support learning. For example, children dig in the sand and find pebbles and shout excitedly that they have found treasure. Staff extend this by adding sequins to represent treasure. When children find the sequins, staff promote their mathematical development, encouraging them to count how many they have.
- Key persons know the children and their families well. They plan experiences to complement children's home life. For example, during the COVID-19 pandemic, when the playgroup closed, children were given resources to use at home, such as threading materials to help develop their fine-motor skills. Parents report that they are supported to extend their child's learning at home.
- Staff identify children with special educational needs and/or disabilities and who, therefore, may need additional support. They work with parents and other professionals to ensure that an appropriate support plan is in place. This means that relevant learning is provided. Children make progress in their individual learning and development.
- Staff support children to develop the knowledge and skills that they need so that they benefit from what school has to offer. Children are independent and confident to make decisions. They are able to communicate their needs. For example, they spread their crackers, put on aprons and say when they need to

apply their eczema cream. Staff support children to feel ready to start school. They help children to try on school uniforms and talk about going to school. Children look at pictures of the school that they are going to and discuss their school visits with friends.

- Staff promote positive behaviour; they support children to share and to understand how others may feel. For example, they guide them to play with the sand carefully so that it does not get into their friends' eyes. Staff provide opportunities for children to learn to follow rules. Children learn to take turns when playing board games.
- Staff know that children enjoy going to cafés with their parents. Staff use this knowledge and set up a pretend café. Children write menus, take orders and say what ingredients they need to buy to make their own cakes. As they play, they are developing their communication and language skills.
- The manager gains feedback from parents, staff and children to evaluate the provision. She uses the feedback to identify how to meet the needs of children and improve practice. For example, following refection, staff attended training to support communication and language development. This means that staff can respond to children's specific needs.
- Staff use assessments to check children's developmental stage and plan learning experiences. However, at times, activities are not suitably challenging. For example, children can easily use tools provided to cut shapes in the dough. This does not build on what they know and can do to extend their learning further.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge of how to keep children safe. They continuously risk assess and provide a safe and secure environment. Staff know the signs and symptoms that may indicate that a child is at risk of harm. They have a procedure to follow so that the correct professional can be contacted immediately if necessary. There are safeguarding displays in the setting reminding staff of the procedure to follow. Staff know what to do if an allegation is made against them. All staff have completed relevant safeguarding training. Staff are qualified in paediatric first aid. They are aware of their roles and responsibilities if a child has an accident or illness.

What does the setting need to do to improve?

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

- ensure the experiences offered are planned to build on what children know and can do, to extend learning further.

Setting details

Unique reference number	226400
Local authority	Leicestershire
Inspection number	10138573
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	30
Number of children on roll	20
Name of registered person	The Glenfield Methodist Playgroup Committee
Registered person unique reference number	RP522198
Telephone number	0116 233 0100
Date of previous inspection	30 November 2015

Information about this early years setting

Glenfield Methodist Playgroup registered in 1973. The playgroup employs five members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 3 to level 6. One member of staff also holds early years professional status. The playgroup opens Monday, Wednesday and Thursday from 9am to 3pm and Tuesday and Friday from 9am to 1pm, during school term time. The playgroup provides funded early education for two-, three- and four-year-old children. It supports disabled children, those with special educational needs and those who speak English as an additional language.

Information about this inspection

Inspector

Hayley Butters

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.

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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