

Inspection of Britannia Fields Playgroup

Britannia Fields Playgroup, Millennium Hall, Britannia Road, Burbage, HINCKLEY,
Leicestershire LE10 2HF

Inspection date: 27 June 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 when they arrive. They confidently say goodbye to their parents and quickly settle to play. Staff welcome children warmly and encourage children to choose what they want to do. This helps children be confident to select their own toys and help to put them away when they have finished playing. Children form close attachments to staff and make secure friendships at playgroup. Children enjoy positive involvement from staff and they have relaxed conversations with them. Children play detailed imaginative games with their friends; they work well together discussing how their game will go. For example, children mix herbs and soil with water in the garden and talk to each other about mixing their 'lemonade' carefully, so it does not spill.

Children are eager and motivated to take part in the activities and they behave well. Children look out for their friends and show care and concern. For example, at snack time children tell their friends which jug has milk and which has water, and they ask which they would like to choose. Children's interests are at the centre of the curriculum. Staff plan fun activities that build on the knowledge children have already, which helps children make good progress from their individual starting points.

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

- Since the playgroup re-registered, the manager has built an effective staff team who work well together. Changes to the curriculum have been positive for the children, for example staff now follow children's interests and allow them to lead their play. Staff encourage children to move toys, books and resources around to enhance their play. For example, children add art and craft materials to a space themed playset and create 'aliens' to add to their game. This actively promotes children's creativity and decision-making skills.
- Overall, staff interactions with children during play and activities are positive. They talk to children about what they are doing and they extend children's vocabulary. For example, when children explore lemons and limes staff use words, such as 'snipping' and 'squeezing', when children use scissors and squeeze the juice out of the fruit with their hands. However, occasionally, staff give children lots of information too quickly and use language that is too complicated for some children to understand. This does not fully support children's developing communication and language skills.
- Partnerships with parents are, mostly, effective. Parents speak about the progress they see their children making at playgroup, particularly with their confidence and social skills. They are happy with how staff meet their child's specific health needs. However, some parents comment that at times they do not receive timely information about their children's learning, or events that are

happening at playgroup, limiting their ability to help them prepare their children and keep up to date.

- Children who have additional needs are supported very well. Staff work closely with other agencies and carers who are involved with children. This promotes a consistent approach for the children. Staff know the children very well and they understand how to respond to their needs. Staff recognise when children need extra adult interaction and guidance. This helps children feel secure, and they learn how to manage their feelings and emotions in a positive way.
- Staff work closely with parents to find out about the experiences children have at home. They use the information gathered to inform the planning, so they can broaden the experiences children have. For example, children who have fewer opportunities at home to experience messy and sensory play have lots of opportunities to explore different materials, such as flour, dry pasta, compost and water, while at playgroup.
- Children have regular opportunities during the day to play outside. They use a variety of equipment that helps to develop their physical skills and staff help them to learn about keeping themselves and others safe. For example, staff remind children to look where they are going when they confidently ride the balance bikes. Staff talk to children about holding on tight and feeling where their feet are as they use climbing equipment. The effective support from staff enables children to begin to consider the risks in their play and to develop their confidence to challenge themselves physically.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that new staff, as part of their induction, receive training in child protection to ensure they can recognise any signs and symptoms of abuse. Existing staff also complete regular training, which ensures that they have a secure understanding of how to keep children safe and that they understand how to record and report any concerns that arise. Children are supervised effectively by staff, both indoors and outdoors. Robust risk assessments contribute to children's safety. For example, a member of staff closely monitors the main door during arrival and departure times to ensure children are dropped off safely and only leave with their parents.

What does the setting need to do to improve?

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

- enhance how staff speak to children during activities to ensure discussions are not too detailed or complicated for children to understand
- improve the partnership working with parents to ensure they are kept fully informed about their children's care and learning and about events that are

happening at playgroup.

Setting details

Unique reference number	2501159
Local authority	Leicestershire
Inspection number	10191564
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	48
Name of registered person	Roberts, Jacqueline
Registered person unique reference number	2501158
Telephone number	
Date of previous inspection	Not applicable

Information about this early years setting

Britannia Fields Playgroup re-registered in 2018. It is situated in Burbage, Leicestershire. The playgroup employs six members of childcare staff. Of these, five hold early years qualifications between level 3 and 6, including one with qualified teacher status. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 2.15pm on Monday, Tuesday, Thursday and Friday and from 9am until 12.45pm on Wednesday. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Eastwell

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 their evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The manager and inspector completed a learning walk together.
- The inspector held a meeting with the manager and the deputy. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

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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