

# Inspection of Little Teapots Playgroup

Village Hall, Queens Street, Measham, SWADLINCOTE, Derbyshire DE12 7JE

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Inspection date:

30 June 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

Good

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

### The provision requires improvement

Staff greet children with a smile as they arrive. Children behave well and show they know the playgroup routine as they independently hang up their coats in the cloakroom. Children have good bonds with staff, seeking them out for reassurance and comfort when needed. This shows they feel safe and secure at the playgroup. Children use their imagination as they spread sand on dolls saying it is sun cream. Staff teach them about the importance of wearing sun cream so their skin 'does not burn'. Children enjoy playing outside. They develop their physical skills as they confidently use balance bicycles to race around the yard.

Children actively engage in the activities on offer. However, the quality of teaching is not at a consistently good level. Staff do not adequately challenge children enough to further develop what they already know and can do. Staff do not teach children about the importance of healthy food choices, nor do they consistently support children to extend their counting skills. This means not all children progress as much as they could do. The manager does not adequately monitor staff practice. For example, although appraisals are completed, they do not have a strong enough focus on how staff can further develop. This means they do not get the guidance they need in order to improve their practice.

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

- Overall, staff work well together and report they feel supported by the manager. The manager completes appraisals with staff, checking their well-being and discussing any issues about their group of key children. However, during these meetings, she does not put enough emphasis on how staff can further develop their practice or build on their knowledge and skills. The manager does not monitor staff performance well enough in order to raise the quality of teaching to a consistently good level. This means there are inconsistencies in staff's practice and the quality of children's learning is variable.
- Staff know their key children well. They carry out observations on children to find out what they like, planning activities to match these interests. Children show a positive attitude towards their learning. For example, they take part in a den-building activity where staff encourage them to problem-solve by thinking what tools they can use to clip material together. However, during activities and daily interactions, staff do not further children's learning by teaching them new skills or give them opportunities to gain new knowledge. At times, some staff take on more of a supervisory role rather than an educational role. This means not all children have a consistently good level of teaching provided to them in order for them to progress as much as they could.
- Children behave well and are friendly towards others. They use their imagination while playing in the sand, offering 'ice creams' to visitors. Staff discuss different

feelings and emotions with children as they read stories. Children notice the rabbit in the story 'looks sad' and they discuss why. Children praise each other for their efforts. For example, they say 'good try' to a friend when they try to throw a ball through a hoop.

- Children show increasing independence, such as being able to pour their own drinks when they are thirsty. Mealtimes are social events where children and staff happily talk about what they have done that day. However, staff do not reinforce the importance of what a healthy lifestyle is or consider how they can teach children about healthy foods, especially during mealtimes.
- Staff teach children about their local community by planning regular trips to the library and park. However, staff have not fully considered how they can further provide opportunities for children to increase their understanding of diversity and differences between themselves and others in the wider world.
- Staff have positive relationships with parents, who report they are happy with the care their children receive. Staff inform parents what their children are learning and how they can continue this at home. The manager ensures parents are involved in how additional funding is used, and ensures that it is spent appropriately.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs and symptoms of the main types of abuse that could signal a child is at risk of harm. They have good understanding of what female genital mutilation is and when a child may be drawn into extremism. The two designated safeguarding leads are confident in their roles. They know who to report concerns to about children and how to respond to allegations about staff suitability. Staff are aware of the escalation process should they wish to report concerns themselves. This knowledge helps them to keep children safe from harm.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
monitor staff practice more consistently and provide feedback and training opportunities to ensure that staff are supporting children to progress in their learning as much as they can	30/09/2022

enhance teaching practice so that it is at a consistently good level by improving how activities are delivered to further challenge and build on what children already know and can do.	30/09/2022
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**To further improve the quality of the early years provision, the provider should:**

- extend opportunities to help children to learn about making healthy food choices, especially during mealtimes
- provide further opportunities for children that strengthen their understanding of diversity and differences between themselves and others in the wider world.

## Setting details

<b>Unique reference number</b>	EY450734
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10064504
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	26
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Little Teapots Playgroup CIC
<b>Registered person unique reference number</b>	RP531811
<b>Telephone number</b>	01530 587833
<b>Date of previous inspection</b>	17 November 2015

## Information about this early years setting

Little Teapots Playgroup registered in 2012 and is based in Measham, Derbyshire. The playgroup employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, two at level 3 and one at level 6. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie Vaughan Prosser

## 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 provider and has taken that into account in their evaluation of the setting.
- The inspector observed activities in the indoor and outdoor learning environments used by children. The manager talked to the inspector about their curriculum and what they want the children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they were doing during activities.
- Parents shared their views with the inspector during the inspection.
- The inspector carried out a joint observation on an activity with the manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A sample of relevant documentation was viewed by the inspector, including policies and procedures.

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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