

# Inspection of Thorpe on the Hill Playgroup

Thorpe on the Hill Playgroup, School Lane, Thorpe on the Hill, Lincoln LN6 9BN

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Inspection date: 1 July 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 are encouraged by nurturing staff to become curious and explorative learners. They develop their thinking, alongside their friends, using knowledge that they have previously learned. For example, children investigate why a camera is not working and conclude that it needs new batteries. Children then use an alternative camera to begin their activity. Staff ask children to find items around the room to take photos of. They emphasise the initial letter sound of words, such as 't, t, teapot', which helps children to develop their early literacy skills. Children scurry away with excitement to find a teapot and return with a digital image. When children struggle to find the number two from a number line, attentive staff are quick to respond. Through this, children develop their mathematical knowledge as they are supported to count. They have fun using technology to help them to practise the skills they will need for growing up in today's modern world.

Children demonstrate that they know the rules of the playgroup. For example, they approach the open door for fresh air but know not to move beyond the veranda without an adult. Children show respect for these rules and in turn are learning how to keep themselves safe.

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

- The manager and management committee have addressed the areas of weakness that were found during the previous inspection. They have worked closely with the local authority to make sure that there are no breaches to the statutory requirements for providing early years care and education.
- Staff know what they want children of different ages to learn. They have designed a curriculum that is relevant to children's differing abilities and stages of development. They want children who soon start school to be ready for this transition. They provide opportunities for these children to practise the skills that they will need, such as being able to dress and undress.
- Staff give children the opportunity to develop their confidence through challenging play experiences. For example, children use their developing physical skills to climb on a climbing frame in the garden. When they are at the top, they reach out to staff to be lifted down to the ground again. Staff use this opportunity to ask children how they can get down for themselves. They praise children's efforts and encourage them to think about how they can manage risks through their play. Children successfully negotiate their way down the structure. They are proud that they have been able to work this out for themselves.
- Staff want children to develop their problem-solving skills and learn about science. They set up an activity where children free toy dinosaurs that have been frozen into blocks of ice. Through this, staff want children to explore how they can melt the ice. Children use warm water and learn that this melts the ice.

because of the temperature difference. However, at times, staff are unable to fully support children to understand the concept that they are trying to teach. For example, they introduce salt and suggest that this might help too, but do not know why.

- Staff schedule group activity times into the daily routine for children to listen to stories and sing songs. Through this, children hear new words and build their vocabulary. Children enjoy this time together; however, staff have not fully considered the best times for these activities to take place to maximise learning outcomes. For example, children become restless during a group time which has been planned before snack time, as they are starting to feel hungry. Because of this, their concentration fluctuates.
- Parents speak highly of the playgroup. They explain that staff have supported their children to make progress in their development, for example around learning how to use the toilet independently. Parents say that they feel well informed about what their children are doing and learning. They comment that they like the newsletters that the manager sends.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff provide a safe and secure place for children to play. They use risk assessments to identify and address any hazards. Staff help children to understand how they can keep themselves safe. For example, they set up a pretend zebra crossing for children to learn how to cross the road safely. The manager and staff know what to look out for that might suggest a child is at risk of harm. They know what to do if they have a concern of this nature. All staff hold a valid paediatric first-aid certificate. This means that they can respond appropriately if a child has an accident.

## **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 give clear and full explanations during activities so that they can deepen children's understanding
- adapt the routines of the day to maximise children's involvement and engagement at group times.

## Setting details

<b>Unique reference number</b>	253575
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10221161
<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>	14
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Thorpe on the Hill Playgroup Committee
<b>Registered person unique reference number</b>	RP517283
<b>Telephone number</b>	07949 371609
<b>Date of previous inspection</b>	13 January 2022

## Information about this early years setting

Thorpe on the Hill Playgroup registered in 1992. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one holds a qualification at level 2. The playgroup is open from Monday to Friday during term time only. Sessions are from 8.50am to 11.50am on Monday and Friday and from 9am to 3pm on Tuesday, Wednesday and Thursday. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charlotte Whalley

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the playgroup.
- The manager and the inspector had a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- Children confidently interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of a group activity time with the manager.
- The inspector spoke to four parents and one grandparent during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.

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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