

# Inspection of Cantelupe Pre-School Playgroup

Cantelupe Centre, Market Place, Ilkeston, Derbyshire DE7 5HY

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Inspection date: 6 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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

Requires improvement

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

### **The provision is good**

Children arrive at the setting and quickly choose what they want to play with from the various activities on offer. They part from their parents easily as they have secure attachments with the kind and caring staff. Children soon become fully engaged in their play. They mix sand, soil and water in the mud kitchen and use a variety of equipment for significant periods of time. Children are well behaved and polite. They remember to use their manners as they choose milk or water for snack and spread butter on crackers. Staff remind children of the rules and boundaries, so that they know what is expected of them. Children are respectful and tolerant of each other as they share resources in the role-play area. Older children take turns to use the obstacle course.

Staff know the children well, they can talk about their current learning as well as their interests and care needs. They plan interesting activities both inside and outdoors, that children enjoy exploring. Staff encourage children's curiosity to extend their thinking. Children find spiders and use books and magnifying glasses to find out more about them.

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

- The manager and staff team have developed a clear intent for their curriculum. They make accurate assessments of children's ongoing progress and use children's interests to plan activities to support what children need to learn next, and to close any gaps in learning. This helps children become ready to move on to school. However, at times activities are not delivered effectively to enable all children to achieve their next steps in learning.
- There is a range of varied and exciting play experiences available to children. For instance, children enjoy independently making potions using herbs and talk about the delicious smells. They cut the rosemary and tear the mint leaves, developing their small-muscle skills. However, some group activities for older children are not always planned well enough to ensure all children remain engaged.
- Staff promote children's language as they play. Toddlers enjoy sitting with staff, who support them to name parts of the aeroplane they have built. Older children play a listening game with staff. They listen carefully to sounds of animals and correctly match them to pictures of the right animal. This develops children's listening skills.
- Children are supported to develop a love of books. For example, they enjoy listening to a popular story about animals. Staff incorporate the story into fun activities, such as finding the correct sized box for each animal to fit in. Staff use this opportunity to introduce children to mathematical language, such as too big and too tall.

- Children have opportunities to develop their confidence to be independent and take risks. For example, they tend to their own personal care needs and wash their hands before eating.
- Partnerships with parents are good. Staff share what children enjoy and are learning in weekly 'chat books' and encourage parents to share children's experiences at home. Staff use regular parents' evenings to share assessment updates. Parents speak very highly of the setting. They praise the welcoming, friendly and dedicated staff. Parents say children love attending and they can see the progress their children are making, especially in their social skills and speech.
- Children's physical health is promoted well through nutritious snacks and regular fresh air and exercise, to expand the experiences children have at home. Staff provide ample opportunity for all children to be physically active. For example, staff support children to practise balancing on stepping stones inside and the climbing frame.
- Staff communicate well with each other to ensure the smooth running of the setting and that children's needs are met. For example, staff quickly share their observations when a child feels unwell. They complete training as a team to ensure a shared understanding and prioritise their individual professional development. The manager has regular meetings with staff to monitor their well-being and staff report that they feel well supported.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They undertake daily risk assessments of all areas used by the children to minimise potential risks. All staff are qualified in paediatric first aid to ensure children's safety is paramount. They understand their role in protecting children and are able to identify when a child may be at risk of harm and what action they need to take. Staff have completed safeguarding training together to ensure their knowledge is consistent and up to date. The committee and manager follow safe recruitment procedures to ensure that all staff are suitable to work with children.

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

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

- improve staff skills in how to implement the curriculum to ensure all children are supported to learn as much as they can
- review the organisation of larger group activities for the older children, to ensure that all children remain fully engaged and interested in their learning.

## Setting details

<b>Unique reference number</b>	206738
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10212807
<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>	38
<b>Name of registered person</b>	Cantelupe Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP910376
<b>Telephone number</b>	0115 9321329
<b>Date of previous inspection</b>	22 September 2021

## Information about this early years setting

Cantelupe Pre-School Playgroup registered in 1992. The pre-school employs eight members of staff, one holds an appropriate early years qualification at level 5, five at level 3 and two at level 2. The pre-school is open Monday to Friday during term time. Sessions are from 9am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lianne McElvaney

## 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 manager and has taken that into account in her evaluation of the provision.
- The manager took the inspector on a learning walk around the pre-school to share what the staff provide and how this assists children in their learning and development.
- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with management, staff, parents and the children at appropriate times throughout the inspection.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff.

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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