

# Inspection of Stanwick Pre-school Playgroup

Stanwick Village Hall, Spencer Parade, Stanwick, WELLINGBOROUGH,  
Northamptonshire NN9 6QJ

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Inspection date: 6 July 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children excitedly arrive at this calm and friendly playgroup, happily leaving their parents. Children have strong relationships with staff, cheerfully engaging them in their play. This demonstrates that they feel secure at the playgroup. Staff teach children how to keep safe. For example, they remind children how to transport scissors and use them safely. Children behave well. They react positively when staff remind them to tidy their toys away. Children show friendly behaviour towards visitors, inviting them into their play. For example, children share dolls with them, demonstrating and discussing how they 'dress baby'.

Staff provide a variety of activities that cover the seven areas of learning. Children show good engagement, with a positive attitude towards their learning. Staff develop children's communication and language skills well. For example, staff introduce descriptive words during a water activity. They discuss how cotton wool turns 'slimy and soggy' when wet. Children have numerous opportunities to develop their physical skills. They practise balancing on stepping stones and they confidently climb steps on the slide. Children enjoy playing outside. They sit on rugs, intently looking at toy bugs through magnifying glasses, saying 'This bat has big pointy wings.'

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

- Staff implement a curriculum that follows children's interests. They gather information from parents regarding what children already know and can do when they start playgroup. Staff know the children well and work as a team to provide activities that support their next steps in learning. They complete regular observations and assessments of children's learning, and share these with parents to show how their child is developing. Reports are shared with children's schools to assist in their transition to their next stage of learning. Parents are happy with the feedback they receive, and report their children have 'thrived' since attending the playgroup.
- The manager uses early years pupil premium funding appropriately. For example, they buy additional resources to further enhance children's interests and development. Any gaps in children's learning are identified, with support being put in place where needed. This means all children make good progress.
- Staff provide a variety of activities both inside and outdoors. Children develop their small-muscle skills and use their imagination as they draw, experimenting with a variety of different mark-making materials. Staff teach them about different shades of colours, introducing words such as 'indigo' and 'violet' as they draw rainbows. They talk with children about colours that are lighter or darker than others. Children are encouraged to predict which objects will float or sink as they play in water. However, on occasion, not all staff challenge children

enough during activities to further enhance their learning and development.

- Children confidently discuss how they feel as they play, showing awareness of different emotions. For example, they discuss how dinosaurs make them 'feel scared' as they play with them. Staff teach children about the feelings of others. They encourage them not to splash water as some of their friends do not like it. Staff are positive role models, showing friendly and kind behaviour to each other and the children.
- Staff teach children to develop their independence skills. For example, staff encourage children to butter their own crackers by safely using knives at snack time. Mealtimes are calm and a time for staff and children to talk about their day. Children happily join in conversations with staff, discussing what is in their lunch boxes. However, staff do not educate children on what healthy foods are, and do not always teach them why it is important to have good hygiene routines, for example why they wash their hands.
- The manager is new to the playgroup and is enthusiastic about enhancing practice and developing her team. She provides staff with training opportunities to improve their knowledge and skills. For example, she supports staff to further help children to be ready for school. The manager has started to carry out appraisals with staff, checking on their well-being. However, at this time, she has not fully embedded other systems to monitor staff practice to ensure children receive high-quality learning experiences at all times.

## Safeguarding

The arrangements for safeguarding are effective.

The manager is confident in her role as designated safeguarding lead and is aware of who she needs to report any child or adult concerns to. Staff understand the different types of abuse children can be subjected to. The manager provides safeguarding training for all staff and regularly tests their knowledge by questioning them. This supports staff to be alert to any concerns and keeps their knowledge up to date. Staff carry out daily risk assessments, to make sure the playgroup is safe and secure. The manager is aware of her responsibility to check staff suitability, in order to ensure they 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:**

- support staff to recognise where they can further challenge and build on children's learning during activities and daily routines
- enhance opportunities for children to learn about healthy lifestyles, good food choices and why it is important to follow good hygiene routines
- strengthen and embed the monitoring of staff performance to ensure all staff are supported to teach to consistently high standards.

## Setting details

<b>Unique reference number</b>	EY428201
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10071767
<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>	26
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Stanwick Pre School Playgroup Committee
<b>Registered person unique reference number</b>	RP902023
<b>Telephone number</b>	07833 527 024
<b>Date of previous inspection</b>	23 November 2015

## Information about this early years setting

Stanwick Pre-school Playgroup registered in 2011 and is based in Stanwick, Northamptonshire. The playgroup employs 10 members of childcare staff, seven of whom hold appropriate early years qualifications at levels 3 to 6. The playgroup opens 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 playgroup 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 their evaluation of the setting.
- The inspector and manager 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 their 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 and the manager carried out a joint observation of an activity.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- A sample of relevant documentation was viewed by the inspector, including staff training files and the policies and procedures.
- The inspector spoke to committee members to discuss their role within 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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