

Inspection of Treetots Playgroup

Blenheim Centre, Tedder Road, Watton, Norfolk IP25 6HU

Inspection date:

9 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

The provider does not ensure that the information required by Ofsted to carry out suitability checks for all committee members is supplied in a timely way. The quality of education is variable. Some staff do not have all the skills they need to help children make good progress in their learning. Staff do not have a clear intention of what they want children to learn because they do not gather enough information from parents to build on what children already know and can do.

Despite this, children arrive happy and are eager to start their day. Children are confident and settle quickly. They have established close bonds with the staff. Staff are caring and attentive towards the children. They offer cuddles and reassurance when children need them.

Children use their initiative as they play together. For example, children look at the poster displaying yoga positions and successfully copy the different poses. They look at each other and comment on how they should sit, stand or kneel. Children enjoy group time and listen with intent to familiar stories. They interact and are keen to join in the narration of the story. Children behave well and staff act as positive role models. They remind children of the rules at group circle time, and children show an understanding of these.

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

- The provider has not given the appropriate information to Ofsted, regarding changes to the committee members, promptly. This means that suitability checks have not been completed by Ofsted to ensure that every individual is suitable for their role. However, committee members do not have unsupervised contact with children or sole responsibility in making decisions that affect children's well-being.
- Children do not benefit from a well-designed curriculum that builds securely on what they know so that they experience consistently good learning opportunities, indoors and outside. Some staff lack the experience and knowledge to present the information to children in a way that offers the appropriate level of challenge, or to adapt their method accordingly.
- Staff are generally well qualified. The manager carries out supervision meetings to check staff's well-being and to plan opportunities for training. However, she does not ensure that some staff's professional development is focused sufficiently on improving their teaching skills. In addition, the monitoring of their practice is not robust enough to help staff develop the knowledge they need to become skilful practitioners.
- Staff have a sound knowledge of their key children. They understand what children enjoy and use this information to plan some of the activities. However,

staff do not tailor the planning to the needs of individual children to help them make the best possible progress. For example, they plan lots of different ways to keep children busy, rather than focusing on what each child needs to learn next. This means children do not have rich learning opportunities that offer challenge to extend learning.

- Children enjoy playing in the fresh air outdoors. Although they have some opportunities to be physically active, staff do not plan effectively so that children can enjoy a good range of opportunities across all areas of learning to support their emerging skills. However, children are beginning to show skill in using the climbing apparatus. They sit together and enjoy sharing books outdoors.
- Staff support and promote children's language and literacy skills well. For example, they use questions and answers to help make the stories interactive. Children show good interest in books and they listen attentively. Children confidently answer questions about what they can see on the pages.
- The managers ensure that staff maintain constant communication with parents. They see parents daily and use online systems to communicate their children's achievements. However, staff do not find out sufficient information from parents about what they know their child can already do when they first start.
- Parents talk very highly of the pre-school and say that the staff are friendly and easy to approach. Parents comment on the variety of activities provided for their children and that they are always happy to attend.
- Staff promote children's good health and encourage them to follow sensible hygiene routines. Children are beginning to understand the importance of washing their hands before eating, and they enjoy freshly prepared snacks.

Safeguarding

The arrangements for safeguarding are effective.

The managers ensure that staff have a good understanding of the safeguarding policy and they keep their training up to date. Staff have a secure understanding of their responsibilities to protect children. The managers and staff recognise signs and symptoms that would cause concern for a child's welfare. They know how to identify children who may be exposed to extreme views and the procedures to follow to report any concerns they may have. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. New staff members complete a robust induction to make sure they understand their roles and responsibilities.

What does the setting need to do to improve?

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

	Due date
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ensure that the necessary forms are completed so that the information required by Ofsted to carry out suitability checks for committee members is supplied in a timely way	07/10/2022
focus professional development plans on improving staff's teaching skills that help them to support children in building on what they already know and can do	21/02/2023
develop the curriculum to ensure that it clearly identifies what it is that all children need to learn and how this reflects their individual needs and offers appropriate challenge to help them make at least good progress.	21/02/2023

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first join the setting
- improve the monitoring of staff practice to develop their knowledge and understanding of how children learn so that all children benefit from consistently good-quality learning experiences.

Setting details

Unique reference number	EY379746
Local authority	Norfolk
Inspection number	10235239
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	28
Number of children on roll	25
Name of registered person	Treetots Playgroup Committee
Registered person unique reference number	RP519101
Telephone number	07743 097618
Date of previous inspection	18 October 2016

Information about this early years setting

Treetots Playgroup registered in 2008. It employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am until 3.30pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marta Kellouche

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 provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the areas that children access. They discussed how staff organise the pre-school and plan the curriculum and experiences for children.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the managers, staff and children at appropriate times during the inspection.
- Evidence of staff's qualifications and the suitability of all those working in the pre-school was checked by the inspector.
- The inspector spoke to parents and took account of what was said.

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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