

Inspection of Little Kites Playgroup

Cotgrave Candleby Lane School, Candleby Lane, Cotgrave, Nottinghamshire NG12 3JG

Inspection date: 9 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 engage in play as soon as they enter the playgroup. They settle quickly, and staff kindly support those who are new. Children are keen to play outside. They enjoy building and climbing on crates together. They problem solve how to make their tower taller and delight when they reach the top safely. Children confidently develop their physical skills as they crawl through tunnels and balance on tyres.

Children develop their independence skills. They learn to use knives safely as they cut up vegetables to make a salad with their friends. Children are encouraged to have a go before staff gently step in to help when needed. Children enjoy listening to stories and enthusiastically join in singing. They develop new language as they excitedly sing familiar rhymes in their small groups. Children enjoy number songs and confidently count the fat sausages as they go 'pop' and 'bang'. Children develop their mathematical skills as they confidently use a tape measure. They draw around each other with chalk and measure the length of their friends. Staff reinforce children's knowledge as they work in pairs to count the numbers on the tape measure.

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

- Staff understand what they would like children to learn at the playgroup. They have thought about the learning experiences they offer to ensure children gain knowledge and develop new skills. However, when teaching planned activities, staff do not always adapt them for children with different abilities. Consequently, some children are not as engaged in their learning as others.
- Overall, children's speech, language and communication skills are supported well by staff. Pre-school children learn how to shape their mouth to make a sound. On discovering the word 'telescope' in a story, children pretend to be pirates outside and use a 'telescope' on their pirate ship. However, staff do not always check that all children have learned the vocabulary that they are taught. This means that some children are not supported as well to build on the range of words they know and further practise their developing language skills.
- Children develop a good understanding of the world around them. They plant and grow tomatoes, and patiently wait until they are ripe before they pick them. Children are supported to learn about different fruits and vegetables as they halve a pepper and observe the tiny seeds they find inside. They take their time as they explore and peel the layers of a leek. Staff interact well with children and encourage them to discuss what they see and feel.
- Staff model positive behaviour to children. As a result, children learn to behave well. They use good manners and are kind to each other. Children enjoy pretending to be photographers. They learn to take it in turns to use the camera

to take photos of the different areas of the playgroup. Where there are any small disagreements, staff are on hand to support children to make appropriate choices.

- The manager has a good understanding of how to support the staff team. She reviews and evaluates the provision to further help develop staff practice. She recognises where staff need further support and guidance. The manager has a clear training plan in place. This ensures the staff team have the necessary coaching and attend training to provide quality support for all children at the playgroup. Staff report that they feel supported by the manager.
- The staff use what they know about children to support their preparation for school. Teachers who work at the local school are invited to the playgroup to meet the older children before they transition. Children learn the skills they will need as they are supported to wash their own hands, visit the toilet independently and eat their meals by themselves. Children are prepared well to move on to their next stage of education.
- Parents report positively about the support their children receive from playgroup staff. They state that their children make good progress, and children with additional needs are particularly well-supported. The playgroup staff and parents work in partnership to help support children's next steps. Parents state they receive information that helps them to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The staff put the health and safety of children at the centre of their practice. The manager has given responsibility to each staff member to take a particular area of responsibility. Staff check equipment and the environment regularly to ensure the provision is safe. Staff implement the policies and procedures well to ensure children are safe. They complete regular head counts and ensure the playgroup is secure. Staff have a good understanding of signs and symptoms of abuse and are confident in knowing where to get support if they are concerned about a child.

What does the setting need to do to improve?

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

- develop staff understanding of how to adapt activities so that all children are able to join in and access the curriculum on offer
- strengthen support for children to build on the range of words they know and to practise their language skills.

Setting details

Unique reference number	EY366149
Local authority	Nottinghamshire County Council
Inspection number	10234014
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	25
Name of registered person	Little Kites Pre-School Playgroup Committee
Registered person unique reference number	RP527514
Telephone number	0115 989 1917
Date of previous inspection	14 September 2016

Information about this early years setting

Little Kites Playgroup registered in 2007 and is situated in a self-contained unit within Cotgrave Candleby Lane School, Cotgrave, Nottingham. The playgroup employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The playgroup opens Monday to Friday, during school term times, from 9am until 3.15pm. Session times are from 9am until 11.30am, 12.45pm until 3.15pm, with a lunch club from 11.30am until 12.45pm. The playgroup provides free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Lakey (Nee Fulcher)

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 provision.
- The manager and the inspector completed a learning walk together. She held discussions with the manager of the playgroup to understand how the curriculum is organised and monitored.
- The inspector observed activities and observed the quality of staff interactions with children. She spoke to the manager, staff and children at appropriate times throughout the inspection.
- The manager and the inspector jointly evaluated an activity that children completed and discussed how children's learning during the activity could be developed further.
- The inspector sampled some of the provider's documentation, including the two-year-old progress checks, and reviewed how staff record any accidents at the playgroup.
- The inspector spoke to two parents and took account of their feedback.

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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