

Inspection of Belwood Playgroup

22 High Street, Belton, Doncaster, South Yorkshire DN9 1LR

Inspection date: 2 December 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

Staff have high expectations for children's learning and development. Children have good opportunities to develop their thinking skills, mathematics, language and social and emotional development. For example, as they engage in a water play activity, children work together, take turns and build friendships. They talk about the different size of jugs and test tubes. Children use water pipettes, which help to develop the small muscles in their hands.

Children gain independence skills, for example, as they wash their hands for snack time. They get their own drinks from the water dispenser or pour their own milk. Children put their aprons on for messy play, seeking staff out for help if needed. They show respect and kindness. For example, children wait for their turn at the wash basins. Staff provide children with lots of praise and encouragement to help to develop their self-esteem.

Children independently access all areas of learning. They show curiosity in their play. Children pick their favourite book out to read and recall the story. They identify risks to the characters in the book, such as what would happen to Humpty Dumpty if he fell off the wall. Children enhance their language skills as they repeat the story. They listen and wait for each other to stop speaking before they do so in a group. Children are happy, and play in a safe and welcoming environment.

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

- Children develop their early writing skills. They make marks, with guidance from staff, if needed. Children use scissors and glue to decorate personal Christmas gift bags, developing their small-muscle skills.
- Staff respect children. For instance, they ask children's permission before they change their nappies and use a privacy board. There is a strong ethos throughout the playgroup of a warm, nurturing environment.
- Staff ask children good questions during adult-led play that encourage them to think. For instance, when children play in water, staff ask them to guess how much each container will hold, and which object is larger. Staff adapt activities for individual children's needs. For instance, they use jugs instead of pipettes for younger children. However, at times, staff do not always allow enough time for children to respond before they provide the answers, to help children to develop their conversational skills.
- Staff promote healthy eating. Children have a choice of fruit at snack time and staff encourage them to taste new fruits. Children talk about what new food tastes like and learn new words, such as 'hummus', as they do so.
- Children go for walks around the local community and to the nearby park. They have opportunities to enhance their physical development inside and outside of

the setting. Children learn how to cross the road safely and keep safe in the community. Staff also help children to think about their own safety through stories, such as Humpty Dumpty.

- Staff support children's learning well. They have a good understanding of not only their own key children's needs, but all other children accessing the playgroup. Staff build on children's existing knowledge and follow children's individual interests well during adult-led activities. However, during child-initiated play, staff do not always engage children in meaningful conversations to extend their vocabularies.
- Staff identify children with special educational needs and/or disabilities very well, and in a timely manner. They gather relevant information about children to enable a smooth transition to the setting. Staff work collaboratively with partner agencies and parents to ensure that they meet children's individual needs. They undertake specific training to make sure that they fully understand children's care needs. Staff use regular reviews and individual action plans to help children to make the progress that they are capable of.
- Parents report that communication is excellent between them and staff. Staff share information with parents about ideas for their child's learning at home. They also update parents on their child's progress daily by sending photographs through the online nursery application. Staff display information on the notice board for parents about how to keep children safe and the role of partner agencies.
- The manager carries out regular supervision sessions and appraisals with staff. This ensures that staff have opportunities for professional development. Staff consistently report high levels of support for their emotional welfare.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff keep children safe and promote their welfare. They have strong processes for recruitment and checking staff's suitability. New staff receive induction, which covers safeguarding and child protection training. The manager holds weekly discussions with staff. Staff know how to recognise the possible signs and symptoms of abuse and neglect. They know how to identify safeguarding issues, such as female genital mutilation and extreme behaviours and views. Staff know the processes to follow should they have any safeguarding concerns. They have regular discussions with children and parents around the use of technology and internet safety.

What does the setting need to do to improve?

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

- give children more time to respond to questions and think things through before

providing the answer and moving on

- support staff to engage with children more effectively during child-led play, to further develop their vocabulary.

Setting details

Unique reference number	205689
Local authority	North Lincolnshire
Inspection number	10263192
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	20
Number of children on roll	15
Name of registered person	Belwood Playgroup Committee
Registered person unique reference number	RP519363
Telephone number	01427871553
Date of previous inspection	24 April 2017

Information about this early years setting

Belwood Playgroup registered in 1977 and is located in Doncaster. It is open during term time, from 9am to 3pm, on Monday, Tuesday, Wednesday and Friday. There are four members of staff who work with the children. Of these, three hold relevant qualifications at level 3 and one holds a qualification at level 5. The playgroup provides funded early education for two, three and four year-old children.

Information about this inspection

Inspector

Jackie Ward

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 completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the staff and playgroup with the inspector.

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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