

# Inspection of Tibshelf Playgroup

Tibshelf Village Hall, 110 High Street, Tibshelf, ALFRETON, Derbyshire DE55 5NU

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Inspection date: 9 December 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 develop warm, trusting relationships with staff, who are kind and caring. They separate from carers well and are excited to explore the many activities available to them. Staff give the highest priority to children's health and provide them with plenty of time outside each day. The staff know how important this is for children who have little access to physical activity at home. Children are highly active as they explore the sand, throw and catch balls and balance on stepping stones. They learn to take care of their own needs, such as brushing their teeth. Children talk about the smell of toothpaste and practise brushing the dinosaurs' teeth.

Children make good progress and gain a range of skills and knowledge that prepare them for future learning. They learn to play cooperatively and to be considerate of others. They take turns dropping balls down a chute and watch these roll around the helter-skelter. Staff ensure that children with special educational needs and/or disabilities (SEND) are well supported. They are sensitive to each child and provide individualised support to encourage all children to join in and enjoy the experiences. Children's behaviour is good, as they are given clear explanations for why rules are in place. For example, children are reminded about using 'walking feet' inside to prevent accidents.

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

- Staff understand how the curriculum is sequenced to focus on the children's developmental needs. The manager encourages staff to contribute ideas for the curriculum content to ensure that children are able to access activities that interest them. Staff share information about their key children within the small staff team to ensure continuity in the support children receive.
- The staff know the children well and understand what they need to do to help children to move on to the next stage of their learning. They use effective methods to observe and monitor children's development and provide experiences to engage them in learning. However, at times, staff do not implement what they know to help focus younger children on their play and learning. For example, staff recognise the impact of using sensory play activities to sustain children's thinking, and rhymes rather than longer stories when children are tired. However, they do not consistently plan these activities within each session.
- Staff have good links with the local nursery, school, health visitors and community support groups. They signpost families to further support available in the community and provide information to support parents, such as about potty training. Staff share information, especially about the progress check for children aged between two and three years and children who require additional support,

such as children with SEND. Staff work closely with other professionals to ensure that children with SEND make good progress.

- Children have access to a wide range of books. Older children have immense fun as they recall their favourite stories. They remember the poisonous wart on the end of the Gruffalo's nose and name the other animals in the story. This supports children's speech development. However, there are times when staff do not make the most of all opportunities to encourage younger children to express themselves or introduce new vocabulary. For example, staff do not introduce new naming words and descriptive vocabulary when children engage in adult-led creative activities.
- Children are provided with healthy snacks. Staff are trained in food hygiene and ensure that children with allergies and food intolerances are catered for. Children learn about germs when they are reminded to wash their hands before meals and to put their hands over their mouths when they cough.
- Children learn to become independent. They serve their own snacks, and clear away their plates when they have finished eating. Staff give children praise for their achievements and for trying new learning. This helps to raise children's self-esteem and to understand what is expected of them.
- The manager ensures that staff have access to opportunities to attend training and complete a variety of online courses. This helps to ensure that all staff have opportunities to develop their knowledge and skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard children. They can recognise the different types of abuse and the signs and symptoms that may indicate a child is at risk of harm. They know the procedures regarding allegations made against a colleague and who to contact in such an event. Staff carry out daily risk assessments and adapt the environment to ensure that it is safe for children to play in. Resources and equipment are well maintained. Children understand rules to keep them safe and are aware of possible dangers. For example, toddlers tell the inspector they must sit at the table when using scissors.

## 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 implement known strategies consistently to support all children to engage and be involved in activities
- develop staff's understanding of how to fully support children's early speech development.

## Setting details

<b>Unique reference number</b>	206890
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10234315
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Tibshelf Playgroup Committee
<b>Registered person unique reference number</b>	RP904504
<b>Telephone number</b>	01773 874 147
<b>Date of previous inspection</b>	20 January 2017

## Information about this early years setting

Tibshelf Playgroup registered in 1980 and is located in Alfreton, Derbyshire. The playgroup employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, and one at level 3. The playgroup opens Monday, Tuesday, Thursday and Friday, during term time. Sessions are from 8.30am until midday. The playgroup 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 provider and has taken that into account in her evaluation of the provider.
- The manager took the inspector on a learning walk around the playgroup 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 to look 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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