

# Inspection of Rosebery Avenue Community Playgroup

Boston West Children's Centre, Sussex Avenue, Boston, Lincs PE21 7QG

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Inspection date: 16 January 2023

<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 happily leave their parents at the door and enter the playgroup. They are warmly greeted by nurturing and kind staff, which helps children to feel valued and secure. Children instantly interact with the staff and engage with the resources on offer. They make friends and enjoy their play with each other. Children are interested and motivated learners, who enjoy the activities that are linked to their interests and next steps in learning. Particularly popular is the role-play hairdresser and nail studio. Staff and visitors are treated to a new hairdo and children pretend to paint their nails. Children show excellent imaginative skills as they re-enact what they have learned from outside of the playgroup.

Children thoroughly delight in listening to and singing songs. They smile, clap and sing with great enthusiasm to the familiar rhythms and rhymes. They join in with repeated words, which help to develop their early vocabulary. Children demonstrate strong self-care skills as they cover their mouths when they cough and fetch tissues to blow their noses. Staff gently remind children to wash their hands after wiping their noses and sneezing. Staff have high expectations of what children can do for themselves. When children spontaneously say please and thank you. Staff thank them for their good manners. This helps to raise children's self-esteem.

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

- The manager leads the playgroup staff well. The staff team is well established, they comment the team is like a family. A recent addition to the playgroup is the sensory mood room. This is a calm and safe haven, where children can take themselves away from the main room during times of upset or when they want to take some time away. This shows sensitivity and contributes well to children's well-being.
- Staff plan their curriculum around children's interests and what they need to learn next. Overall, staff plan activities well. For example, they introduce children to new experiences, such as the opportunity to use their fine muscle skills to explore ice with brushes and paint. However, occasionally, although children enjoy the staff's interactions, they do not consistently challenge children's learning to build on what they know and can already do.
- Staff have a strong ethos regarding encouraging a healthy lifestyle. During snack time, staff talk to children about healthy and unhealthy food. Furthermore, children proudly explain that they brush their teeth at home and understand this is a healthy thing to do.
- Staff provide good opportunities for children to develop physical skills and take appropriate risks as they play and explore. Outdoors, children eagerly climb steps and go down slides. Indoors, they explore with confidence the soft-play

equipment.

- The manager uses additional funding well to enhance individual children's development. For example, every week the children meet new adults, who provide singing sessions and sports coaching. This promotes their self-confidence with new people and contributes to children being ready to move on to school.
- Staff have high expectations for children's behaviour and attitudes. There are playgroup rules in place, and children learn to use 'looking eyes' and 'listening ears'. This helps to focus children at certain times, such as when children sit in a group. Children respond quickly to cues, such as they know to stand still and listen when they hear the bell for a five-minute warning before tidy-up time.
- There is a high number of children who speak English as an additional language (EAL) in the playgroup. Overall, staff are keen to support these children to gain good communication skills. For example, staff use gestures alongside words to help children to understand what is expected of them or what is going to happen next. However, staff have not yet considered a range of strategies to help children who speak EAL to extend their understanding of English.
- Partnerships with parents are strong. Staff work hard to develop valuable relationships with all families. Parents express their thoughts and comment extremely positively on the playgroup. They highlight the kind and caring manager and staff. Staff provide popular books to help parents extend their children's interest in listening to stories at home. This helps to promote a united approach to their care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibilities in safeguarding children. They know how to identify signs that indicate a child is at risk of harm. The staff know what to do if they have a concern about children's welfare and can confidently discuss whistle-blowing procedures. Posters are displayed in the office to remind staff who to contact in the event of safeguarding concerns. Staff talk to children about staying safe and are close by to provide support when necessary. For example, when children play on the soft-play equipment, they are made aware there are only four children allowed on it at a time. Children respectfully wait for the sand timer to finish before they take their turn.

## What does the setting need to do to improve?

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

- continue to support staff to challenge and extend children's learning, to help them to achieve as much as they can

- strengthen strategies to extend children's communication and language, particularly for children who speak English as an additional language.

## Setting details

<b>Unique reference number</b>	253442
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10263062
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Rosebery Avenue Community Playgroup And Parent And Toddler Group
<b>Registered person unique reference number</b>	RP517304
<b>Telephone number</b>	01205 312 864
<b>Date of previous inspection</b>	19 April 2017

## Information about this early years setting

Rosebery Avenue Community Playgroup registered in 1992. It is located in Boston, Lincoln. The playgroup employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday, during school term time. Sessions are from 8.45am until 2.45pm, Monday to Thursday, and 8.45am to 11.45am on Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Sharon Alleary

## 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 deputy manager and the inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several 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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