

Inspection of Costock Playgroup

Main Street, Costock, Loughborough, Leicestershire LE12 6XD

Inspection date: 30 January 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has not notified Ofsted of the changes to committee members. These committee members have not had the relevant checks completed to ensure their suitability. Additionally, some staff are not able to recognise some indicators of abuse. Therefore, they are unable to follow the correct referral procedures to gain the support children may require to keep them safe. Children's safety is not prioritised.

Children happily leave their parents at the entrance of the playgroup and quickly seek out an activity of their choice. They have access to a good range of activities and experiences provided by staff. Staff carefully think about how they support children's individual interests and what they need to learn next. For example, children thoroughly enjoy exploring the play dough. They manipulate it in their hands and confidently use tools to experiment, making marks, patterns and shapes. This helps them to develop the muscles they need for early writing. Children are well behaved. They are very familiar with routines and the expectations that staff have of them. Children play harmoniously together, share toys and take turns with their friends. The atmosphere is calm yet busy, as children are curious and deeply engaged in their play and learning.

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

- Ofsted has not been able to undertake the necessary checks to make sure that committee members are suitable. This is because the provider has not notified Ofsted of the changes to individuals on the playgroup committee. The new nominated individual of the committee participates in meetings and discussions that contain personal and confidential information. This poses a potential risk to children's safety and welfare.
- Not all staff have a secure knowledge about how to recognise the signs of exploitation and how to protect children from this. They are not clear on the procedures to follow should they have a concern about a child's welfare in these circumstances. This puts children at potential risk of harm.
- The manager and her staff team work very well together to ensure the curriculum for children's learning is effective. Staff follow the manager's vision. They encourage children to be independent and ensure that all children receive the correct support. Children are provided with good experiences to enhance their progress and development.
- Children develop a love of books at an early age. Staff promote children's literacy skills well. For example, staff enthusiastically tell a story about a tiger. They provide props for children to use to interact with the story. Children eagerly involve themselves as they ask questions and use the props correctly throughout the story.

- Children build secure attachments with their key person and other staff at the playgroup. Staff are very sensitive and promote inclusion for all children. Children who require extra help are provided with close support. This ensures that their overall care and learning needs are met. As a result, these children thrive in their progress.
- Staff interact and engage with children well. They use plenty of open-ended questions and encourage children to come up with their own thoughts and ideas during their play. However, sometimes, staff do not extend children's learning further so that they learn as much as they can. For example, during mealtimes, staff do not make the most of this experience to help children learn about the benefits of healthy eating.
- Staff understand the importance of sharing the written assessment on children aged between two and three years with parents. However, when staff share this document with parents, it is not clear what they intend to do to support children's next steps in their learning.
- Staff support children in their readiness for school. For example, to support children's understanding of letters and sounds, they encourage children to listen for and use the sound 's' for snake during a story.
- Children are kind and thoughtful towards their friends. They happily share the toys as they take turns to ride the balance bicycles and help one another to water the plants using containers.
- Parents praise the staff for their hard work in helping their children to settle. They comment on the good progress their children make in their development, especially their communication and language skills.

Safeguarding

The arrangements for safeguarding are not effective.

Not all committee members have completed the necessary enhanced Disclosure and Barring Service checks. This means they have not had their checks completed by Ofsted, to ensure their suitability. Some staff are not knowledgeable about how to protect children from some aspects of safeguarding, such as exploitation. Therefore, children's safety is potentially compromised. Nevertheless, all staff have a secure understanding of their other roles and responsibilities to safeguard children. Staff know how to identify changes in children's behaviour that would raise concerns regarding children's safety and well-being. They know the correct procedures to follow if they have concerns about a child, such as reporting these concerns to the designated safeguarding lead. Staff complete thorough risks assessments of the environment and supervise children closely to ensure their safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all committee members submit the necessary forms to Ofsted to allow essential suitability checks to be completed	07/02/2023
ensure all staff have a secure understanding of exploitation and what procedures they must follow should they have a concern about a child's welfare.	20/02/2023

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

- help staff to make the most of all experiences, in order to extend and enhance children's learning further
- make clear in the written progress check for children aged between two- and three-years old what staff intend to do to support children's next steps in their learning.

Setting details

Unique reference number	253421
Local authority	Nottinghamshire County Council
Inspection number	10264114
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	24
Number of children on roll	23
Name of registered person	Costock Playgroup Committee
Registered person unique reference number	RP522581
Telephone number	01509 856387
Date of previous inspection	23 May 2017

Information about this early years setting

Costock Playgroup registered in 2000 and is located in the village of Costock, Nottinghamshire. The playgroup employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 3pm, Monday, Wednesday and Friday, and from 9am until 12 midday on Tuesday and Thursday. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

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 and her deputy joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The manager and inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the manager, the new nominated individual of the committee, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications. The inspector also checked the suitability records of staff and the committee members.

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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