

Inspection of Minster Lovell Playgroup

St Kenelms School Grounds, Wenrisc Drive, Minster Lovell, Witney, Oxfordshire
OX29 0SP

Inspection date: 9 February 2023

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 are happy and at ease within this nurturing playgroup. They are warmly greeted by staff and enter the setting with confidence, demonstrating that they feel safe. Children settle well to choose activities which support their learning. For example, children enjoy stacking pegs, building towers and younger children enjoy playing with the small-world characters with good support from staff. Children are growing in confidence and behave well.

All children develop a love of books. For example, children choose books to take home and share with their families. The children also have cosy spaces to relax in and read books. Children snuggle up with staff to enjoy familiar stories where staff read with good expression and animation. This supports children's early literacy skills well.

Children have good relationships with the staff and together they enjoy play that is linked to support and extend their individual interests and development. For example, the children enjoy pretend play as they climb on board their imaginary train. Staff listen and interact well with the children, supporting children's vocabulary with singing and nursery rhymes to support their imaginary play. Children have many opportunities to learn about the world around them and to enjoy fresh air and exercise outdoors. For instance, staff take children out in the community for regular walks and adventures, visiting places of interest.

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

- The dedicated manager has a clear vision for the setting and is always looking to improve where needed. She supports staff extremely well through regular supervisions and looks out for their well-being. Staff speak highly of the manager and say they enjoy working at the playgroup.
- An effective key-person system is in place. Staff have a good knowledge and understanding of the children in their care. For example, they are warm and caring to all children. Staff recognise that some children are finding starting playgroup a little unsettling, due to their experience during the COVID-19 pandemic.
- Staff prioritise opportunities to develop children's communication and language. They model language well and introduce a wealth of new vocabulary to children when undertaking activities. For example, the meaning of words to describe feelings, such as, 'terrified', 'scared' and 'brave'. However, staff do not always use questioning effectively and capture opportunities to extend children's learning when they arise.
- The manager and staff monitor children's progress successfully. They accurately identify aspects of children's development where they need additional help and

implement targeted support. Staff work closely with other agencies, ensuring that children receive specialist support when needed.

- Parents are happy with the care provided to children and say their children love the friendly and caring staff. Parents have regular opportunities to discuss their child's progress with staff and welcome the opportunity to attend playgroup sessions on a termly basis.
- Staff plan a rich and varied selection of well-organised activities across the curriculum which engage and focus children to learn. Overall, staff provide good interactions with children to support their learning. However, at times, although quieter children are happy, staff do not fully engage them during some activities. For example, during some planned activities and periods when they are outside. This means there are missed opportunities to ensure that all children make the best possible progress in their learning and development.
- Partnerships with other settings are strong. For example, staff work well with the neighbouring school and meet regularly with the foundation teacher. Children attend transition visits to the school with the playgroup staff and teachers are regular visitors into the playgroup. This helps children to settle well into the known surroundings of school when they first start.
- Staff use additional funding well to address gaps in children's learning, for example, providing one-to-one support, tailored staff training and further resources. For example, staff and children benefit from recent training which has focused on the importance of rich-language opportunities.
- Children's behaviour is managed well. Staff expectations are high and children respond quickly and positively to the praise and encouragement they receive.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff have a good understanding of the setting's safeguarding policy and they keep their training up to date. Staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They know how to identify children that may be exposed to extreme views. Staff know how to report any concerns they may have about any children or the adults they encounter. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff use risk assessments to help minimise potential hazards and maintain a safe environment. They are vigilant about safety and maintain correct ratios to keep children safe.

What does the setting need to do to improve?

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

- allow children time to process their thinking and respond to adults
- support staff to develop further awareness of their responses to children, such

as engaging with children who may be quieter.

Setting details

Unique reference number	134454
Local authority	Oxfordshire
Inspection number	10264759
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	24
Number of children on roll	23
Name of registered person	Minster Lovell Playgroup Committee
Registered person unique reference number	RP901808
Telephone number	01993 705 645
Date of previous inspection	26 June 2017

Information about this early years setting

Minster Lovell Playgroup registered in 1992. It operates from within the grounds of St Kenelms Primary School, in the village of Minster Lovell, Oxfordshire. The playgroup opens on a Monday and Friday morning between 9am and midday. The playgroup also opens Tuesday, Wednesday and Thursday from 9am until 3pm. All sessions are during school term times. The playgroup is in receipt of funding for the provision of free early education for children aged two three and four years. There are four members of staff employed to work with the children and, of these, three have relevant qualifications.

Information about this inspection

Inspector

Amanda Perkin

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 manager and has taken that into account in their evaluation of the provider.
- The inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The inspector spoke with the manager about the leadership of the setting.
- The inspector looked at a sample of the documentation. This included evidence about suitability and training records.

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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