

Inspection of Holloway Playgroup

Village Hall, Yew Tree Hill, Holloway, Matlock, Derbyshire DE4 5AR

Inspection date: 6 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 warmly greeted into the playgroup by caring staff. Children feel safe and secure and separate well from parents and carers. They are familiar with the expectations of the playgroup. For example, they confidently locate their name and place it on the registration board, before accessing the wide range of activities on offer.

Children have lots of fun and are happy. For example, they are enthralled by the role-play area, which has been turned into a car mechanic's workshop. Staff provide a dismantled coupé car, and children show great concentration as they attempt to fix it. Children pretend to call customers to let them know their car is ready for collection. Staff support play well. They introduce numbers into the children's play and say, 'The car will be ready in 10 minutes and will cost £10'.

Outside, children hunt for treasure. They use their core strength and muscles as they dig in the mud. Children confidently tell staff that they are searching for a sparkly stone, explaining it must be one that can roll. They are overjoyed when they find a colourful stone. They throw the stone, testing out to see if it will roll. They show their understanding of shape, and say, 'it will not roll because it is not a circle'.

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

- Children are beginning to become independent. Staff encourage children to put on and take off their own coats. Children confidently wash their hands before mealtimes. They collect their own cups and plates, and once finished they independently place these in a washing-up bowl.
- Staff safely supervise children while they are eating. However, occasionally leaders do not consider how to deploy staff effectively at mealtimes to increase children's exposure to high quality interactions.
- Staff support children's play and learning throughout the day. However, an effective routine is not in place during staff's break times. As a result, children's learning is not maximised because children have limited guidance or direction from staff during this time.
- Outside children learn about nature. They are excited as they discover something; 'It's the hat of a conker!' they exclaim. Staff and children spend time examining their findings together. Staff support children's understanding and explain that it is in fact a top from an acorn.
- Staff plan opportunities for children to build upon their own experiences. For example, grandparents from the local community visit the playgroup. They bring musical instruments and sing with the children. This helps children to build relationships with people of all ages and to develop their communication and

language skills.

- Leaders consult with staff and local schools to create a curriculum that helps children to be ready for their next stage in learning. Assessment is used well, and staff find out what children know and can do. Staff work with parents to identify what children are interested in and incorporate this when planning for what children need to learn next. As a result, children make good progress relevant to their starting points in development.
- Staff identify children's emerging needs promptly. They work alongside other professionals to implement strategies to support children's development. For example, they receive support from speech and language therapists and other specialists. This helps them to ensure that the needs of all children, including those with special educational needs and/or disabilities, are identified and met.
- Children behave well. During group time they listen attentively as staff read a story about a little red train. Staff involve children in the story and ask questions to develop their knowledge and understanding. They ask children, 'Why does the train have carriages?' children reply, 'To put people in it'. Staff explain to children that the people on the train are called passengers.
- Leaders have processes in place to support the professional development of staff. For example, they provide regular supervisions, peer observations and training opportunities. However, these are not yet used effectively to ensure that what staff learn is embedded in knowledge and practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff help to protect children's health through good hygiene and handwashing practices. Staff complete safeguarding training and know who to contact if they have concerns about the welfare of a child. They know what action to take if they have concerns about the suitability and behaviour of a staff member. Staff can identify signs of abuse, including signs which may indicate female genital mutilation. A mobile phone and camera policy is in place, which is understood by staff. Staff take steps to minimise risks. For example, they lock the gates to the playground and ensure that the premises are secure.

What does the setting need to do to improve?

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

- review and improve staff deployment during routine activities and staff break times to extend and continue children's purposeful learning
- strengthen the monitoring of professional development opportunities for staff, to identify the impact on staff's knowledge and practice and further enhance positive outcomes for children.

Setting details

Unique reference number	206793
Local authority	Derbyshire
Inspection number	10234313
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	26
Number of children on roll	51
Name of registered person	The Committee of Holloway Playgroup
Registered person unique reference number	RP910074
Telephone number	07813 501731
Date of previous inspection	8 March 2017

Information about this early years setting

Holloway Playgroup registered in 1992. It operates from a village hall in Holloway, Derbyshire. The setting employs eight members of childcare staff. Of these, five hold appropriate qualifications at level 3 or above. The playgroup opens Monday to Friday, term time only. Sessions are from 9.15am until 3.45pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

Inspection activities

- This was the first routine inspection the playgroup has 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 setting.
- The manager completed a learning walk with the inspector and discussed the early years curriculum and the impact this has on children's learning.
- Children spoke to and interacted with the inspector throughout the inspection.
- The inspector spoke with staff and a committee member at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working at the setting.
- Parents shared their views of the 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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