

# Inspection of Holyrood Playgroup

Zembard Lane, Chard, Somerset TA20 1JL

---

Inspection date: 27 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children separate happily from parents as they arrive at the setting. They quickly gather for a story on the carpet, seeking comfort and reassurance from adults if needed. Most children are emotionally secure and those that need more support swiftly settle as the staff support them to manage their emotions. Staff are attentive to the children's needs and preferences and the children feel safe in the familiar routine. They enjoy exploring the wide range of activities on offer and demonstrate high levels of engagement for extended periods of time.

The setting provides a rich offering of resources, which focuses on language. Staff skilfully model sentences, vocabulary and sounds, supporting the children to develop their communication skills. Children engage in rich and meaningful conversations with the adults. For example, while sharing a book, children learn about different birds and their features. This supports their understanding of the world around them as well as teaches them new vocabulary, such as 'beak'.

Children behave very well and play together harmoniously. They demonstrate excellent manners, patience and understanding of the expectations at the setting. Children enjoy engaging with adults and many choose to play games with them of their own accord. Similarly, when invited to complete an activity, children happily engage in the learning, listening and taking turns very well.

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

- The playgroup offers settling-in sessions, so that they can cater for children's individual needs and learn about their family, likes and dislikes, for example. Staff complete frequent assessments to identify children's progress and next steps in learning. These are shared frequently with parents, to help them support their child's learning at home. Children make good progress from their starting points.
- Parents speak positively of the setting. They feel well informed and are confident to ask for support and advice if needed. Parents agree that their child is making good progress. The setting provides information via daily conversations, sharing of the children's learning journals and through the use of online platforms.
- Children have opportunities to be outdoors to support their health and well-being. On occasions, children go for walks in the local community and learn about the flowers and waterfalls, for example. Children learn about the importance of a healthy diet and eat a wide range of fruits and vegetables at snack time. Staff also facilitate children's learning at this time. For example, children are invited to bring in snacks of different colours to support their learning about colour. Mealtimes are a lovely social gathering. Children and staff enjoy eating at the table, chatting about the things they have done and are

going to do next.

- Staff support children well in their personal development. They learn about other faiths and cultures in age-appropriate ways. They develop their understanding of festivals and celebrate children's similarities and differences. The setting provides a range of resources, which support the children in developing their self-esteem and confidence. For example, books and figures ensure that children of different ethnicities are represented. The setting has strong links with the local community and engage in frequent fundraising events to provide new resources for the children.
- Children enjoy leading their own learning and making choices about what it is they play with. They are confident and independent in their play. However, opportunities to develop their independence around self-care are not as plentiful as they could be. For example, when preparing to play outside, staff do not encourage children to get their own coat and wellies.
- Staff read books in an engaging way to the children, who listen intently and join in with making relevant sounds and comments. Books support the children in learning about how characters may be feeling and story conventions. For example, children say 'the end' when a story finishes. This supports children to develop a life-long love of reading and provides them with early literacy skills. However, there are limited opportunities for children to engage in a variety of activities to explore making marks and develop their fine motor control and writing skills as well as they could.

## Safeguarding

The arrangements for safeguarding are effective.

The staff have a good knowledge of child protections issues and are clear about their role and responsibilities to safeguard children. They keep their knowledge up to date, such as through regular training. The staff know the signs that indicate a child may be at risk of harm. They understand the correct procedures to follow in the event of a concern about a child's welfare. The manager manages risk to the children effectively by carrying out frequent risk assessments and making adjustments to the setting. The staff frequently remind the children how to keep themselves safe, for example being careful not to trip over or slip on things.

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

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

- support children to develop their independence skills when taking care of their personal needs
- enhance the opportunities for children to explore making marks and develop their fine motor and writing skills.

## Setting details

<b>Unique reference number</b>	142951
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10263889
<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 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Holyrood Playgroup Committee
<b>Registered person unique reference number</b>	RP522646
<b>Telephone number</b>	07980 032187
<b>Date of previous inspection</b>	16 May 2017

## Information about this early years setting

Holyrood Playgroup registered at its current premises in 2000. The group receives funding to provide free early education to children aged two, three and four years. The group opens Monday to Thursday from 9am to 3pm, and Friday from 9am to midday. The playgroup employs three members of staff, all of whom hold relevant level 3 qualifications.

## Information about this inspection

### Inspector

Leanne Galloway

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager gave the inspector a tour of the premises. She talked about children's learning and progress, and how they deliver the curriculum.
- The inspector spoke to parents to gain their views about the setting.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector and manager observed children during activities and completed a follow-up discussion about children's learning and development.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023