

Inspection of Sutton Bonington Pre-School Playgroup

The Old School Rooms, Bucks Lane, Sutton Bonington, Loughborough,
Leicestershire LE12 5PB

Inspection date: 14 March 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 show excitement and interest in the range of appealing activities that staff have planned for them. They play in the water tray and staff help them to understand mathematical concepts, such as why things float and sink. Staff offer thoughtful interactions to extend children's language. For example, when a toy truck sinks to the bottom of the water tray children say, 'it's stuck' and staff reply saying 'it's stuck in the mud at the bottom.' Children show curiosity as they explore the feeling of mud on their hands, telling staff it is 'cold and wet' as they squeeze the mud through their fingers.

Children develop a love of books. For example, staff tell them about the role of authors and illustrators. This helps them to understand how books are created. Staff read a book and share fun facts about ladybirds, for example children learn that ladybirds like to eat aphids. Outside, children excitedly gather around staff, they sit on a tyre as they read a story about a monkey. Children laugh together as they playfully act out the sounds and actions of a monkey. Children show that they feel safe and secure. For example, they seek comfort and snuggle up with key staff to share a book together.

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

- Staff know children well. They have a secure knowledge of children's interests and capabilities. Staff know what they want children to learn next. They use this information effectively to provide a mix of planned and 'in the moment' activities and experiences to help children to make good progress.
- Parents speak highly of staff and the pre-school. They say, 'it's fantastic' and 'a home-from-home environment'. Parents report that they receive regular updates from staff on children's progress. However, partnership working with other settings that children attend is not yet fully established. For example, a two-way flow of information is not shared to ensure consistency in children's care and learning.
- Children develop an understanding of the natural world. For example, they discover the different smells as they use their senses while exploring the herb planters. Staff provide children with plants and compost. They support children to learn how to grow and care for the plants.
- Staff promote children's good behaviour. For example, they present children with a 'proud cloud reward' during circle time. They explain to children why they have been chosen and how it has made staff proud. Children show delight with a beaming smile and proudly show their cloud to friends.
- Children develop their confidence and communication skills. For example, staff encourage children to bring items of interest from home for a show and tell session. Children are eager to show others what they have brought. However,

on occasion group times are too long and, as a result, some children are distracted and lose interest.

- Staff help children to make smooth transitions to school. For example, they read story books to help children to understand their feelings and emotions about starting school. Staff accompany and support children during visits to the school. Prior to moving to school, staff encourage children to begin to wear uniforms. They replicate the organisation of school lunchtimes, to support children to become familiar with the routines of the day.
- Children develop their independence and self-help skills. For example, staff select children to be responsible for handing out the cups and plates at mealtimes. Children are eager to help staff and happily set the table for their friends. They confidently wash their hands before eating. Staff encourage children to put on their own coats and learn how to pull up their zips.
- Leaders are passionate about the care and education that they provide for children. They value staff and place a high emphasis on their well-being. Staff report that they feel well supported within their roles. Leaders provide regular opportunities for staff to talk about any concerns, development needs and future goals. The team work well together, they show a genuine desire to continually develop practice to improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training and know how to recognise, identify, and report concerns about the welfare of children. Designated safeguarding leads access support from local authority networks to regularly update their safeguarding knowledge. Staff understand a range of safeguarding issues including female genital mutilation and keeping children safe from radicalisation and extremism. Leaders put in place safer recruitment processes to ensure the suitability of staff. All staff have completed paediatric first-aid training, to appropriately deal with any accidents or emergencies. Staff carry out effective risk assessments to remove or reduce risks in the indoor and outdoor area. This helps to keep children safe from harm.

What does the setting need to do to improve?

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

- strengthen partnership working with other settings that children attend to provide a consistent approach to children's care, learning and development
- review the organisation of adult-led group times, so that all children remain focused and engaged in their learning.

Setting details

Unique reference number	253433
Local authority	Nottinghamshire County Council
Inspection number	10263138
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	29
Name of registered person	Sutton Bonington Pre School Playgroup Committee
Registered person unique reference number	RP904757
Telephone number	07977 545702
Date of previous inspection	21 April 2017

Information about this early years setting

Sutton Bonington Pre-School Playgroup registered in 1968. It operates from the Old School Rooms in Sutton Bonington, Leicestershire. The setting employs six members of childcare staff. All hold appropriate qualifications at level 3 or above. The playgroup opens Monday to Friday, term time only. Sessions are from 9am until 3pm. 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 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 setting.
- The inspector spoke with staff and the nominated individual at appropriate times during the inspection.
- 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 carried out joint observations with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working at the setting.

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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