

Inspection of Horsendale Playgroup

Horsendale Primary School, Community Room, Assarts Road, Nuthall,
NOTTINGHAM NG16 1AP

Inspection date: 28 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children show that they thoroughly enjoy their time at playgroup. They separate from their main carers with ease, excitedly making their way to the main play room. Those children who arrive a little unsettled instantly settle with a warm welcome from staff. Children develop good levels of confidence and curiosity during their time at playgroup. They are eager to engage with visitors. They ask questions and talk about their families and the things they enjoy doing. Children develop a positive attitude to learning and concentrate as they explore activities that capture their interest. For example, children sit alongside staff who encourage them to think critically about how they will use different shaped magnets to build a structure for their pretend animals.

Children enjoy activities which help to build on their fine motor skills. They use play dough to mould with their hands to make pretend hot cross buns. Outside, children use their larger muscles and explore what happens when they hit different lengths of pipe with a wooden spoon. They discover how the sound can change. Children show high levels of imagination. They spend a long time playing cooperatively alongside their peers in the role-play vegetable shop. They use their early literacy skills to write a shopping list and collect real vegetables in their shopping baskets.

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

- The manager strives to provide the best service she can. For example, she supports staff through regular one-to-one meetings and encourages them to complete training courses to help develop their knowledge of how children learn and develop. Staff say that they feel valued and supported, both professionally and personally. They are highly motivated and talk proudly of the close knit team they have. Children's care and learning benefit from this experienced and dedicated team of staff.
- Following the COVID-19 pandemic, staff recognised that there were gaps in some children's self-care and mathematical skills. So, this became a focus for the playgroup curriculum. Children make super progress in these areas of learning, with children being able to put on their coats and do up their zips independently. When children proudly announce, 'I did it', staff help to raise their self-esteem with a 'high five' for their efforts. Mathematics are subtly weaved into the day. For example, story time is often a book that focuses on numbers and counting.
- Staff are keen to ensure children adopt a healthy lifestyle by getting fresh air and physical exercise every day. Children thoroughly enjoy playing out in the rain. They develop the muscles in their bodies as they climb and slide on the large equipment and persevere to walk along the rollers that move under their feet. Children laugh as they slip and show a can-do attitude as they try again.

- Staff work with parents and other professionals effectively to support children with emerging additional needs. Staff create clear next steps to support all children's learning and development. Parents praise the work staff do to support their children and commend the progress their children make. However, some parents do not receive enough information, so they can support their child's learning at home.
- Overall, staff ensure children have access to a good range of activities, indoors and outdoors, to inspire their learning. However, children have limited access to digital technology. Furthermore, staff do not help children to understand how to identify potential hazards when they access the internet.
- Staff are mindful that some children may not explore different sensory and messy activities. So, they provide children with opportunities to experience these in their play. For example, children show their creativity as they use forks, brushes and potato mashers dipped in paint to make a picture. They extend their learning by mixing colours on the paper.
- Staff are highly complimentary to children for their efforts and kind acts. They help to raise children's self-esteem when they praise them for making intricate buildings from bricks, they say, 'Did you build that? You are very talented.' Equally, staff thank children for their kindness when they volunteer to share their toys.

Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about signs that may indicate concerns about a child's welfare. They understand the procedures to follow if they are concerned. They complete regular training to keep their safeguarding knowledge up to date. Staff complete regular risk assessments to ensure the premises are safe for children, such as checking the outside area for hazards before the children go out to play. Staff check toys daily to ensure that they are safe and ensure the environment is secure. They keep doors locked when children are not arriving or being collected. Staff know what they must do in the event of a medical emergency.

What does the setting need to do to improve?

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

- support staff to extend the partnerships with parents to help all parents understand how to support their child's individual learning at home
- help staff to further enhance children's access to functioning technology and to expand their knowledge of how and what to do if they identify potential hazards.

Setting details

Unique reference number	253134
Local authority	Nottinghamshire County Council
Inspection number	10276465
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	24
Number of children on roll	89
Name of registered person	Horsendale Playgroup Committee
Registered person unique reference number	RP910372
Telephone number	0776 9872974
Date of previous inspection	18 July 2017

Information about this early years setting

Horsendale Playgroup registered in 1996. The playgroup employs six members of childcare staff. Of these, five hold an appropriate early years qualification at level 3. The playgroup opens Monday, Tuesday, Wednesday and Friday, term time only. Sessions are from 9am until 3.15pm. The playgroup also offers wraparound care for school age children from the host school. The morning session is from 7.30am until 8.45am, and the afternoon session is from 3.15pm until 5.45pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

Inspection activities

- This was the first routine inspection the playgroup 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 playgroup.
- The provider and the inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided both indoors and outdoors and assessed the impact that this is having on children's learning.
- The provider and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several parents and took account of their feedback.

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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