

Inspection of Willoughby-on-the-Wolds Pre-School Playgroup

Village Hall, London Lane, Willoughby on the Wolds, LOUGHBOROUGH,
Leicestershire LE12 6SX

Inspection date: 9 May 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 curious and intrigued to explore the well-thought-out activities and opportunities that staff provide. The pre-school ethos of providing a homely environment is reflected in the service staff provide. The atmosphere is calm, and children are busy and engrossed in their play. Staff know the children very well. They plan an ambitious curriculum for children and provide activities based on their individual interests. Staff are skilful in their interactions and teaching, and they embrace new ideas that children present. As a result, children make lots of progress from their starting points, including those who may need extra support.

Children are confident and show respect to their friends. They learn this from the staff, who role model positive communication and language. Children are kind and play cooperatively with their friends. Staff have high expectations for children's behaviour. Consequently, children consistently behave well. Children are proactive when playing and tidy their own environment. They demonstrate this when pasta overflows from an activity onto the floor. Children find a sweeping brush and dustpan and clean up without being asked by a member of staff. Staff offer lots of praise, which helps children to feel happy and understand that they are behaving well.

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

- There are some committee members who have been in place for a while who are not known to Ofsted. This means that Ofsted has not been able to verify their suitability as required. However, on the day of the inspection, all required checks were in progress. There is no impact on children's well-being or safety, as these committee members do not have any contact with children or access to their personal documentation.
- Staff work with children so that they become independent at mealtimes. Children collect their own cups, pour their drinks, serve their own snacks and share with their friends. They wash their hands before mealtimes. However, personal hygiene is not always well promoted. When children blow their noses, staff do not remind them to wash their hands afterwards, presenting a risk of cross-infection.
- Parent partnership is a particular strength at this pre-school. Parents report how pleased they are with the progress their children make. They praise the friendly and welcoming staff. Parents state that staff provide guidance on how to support their children at home. Staff work closely with parents when children first attend, and they have a robust settling-in procedure. As a result, all children quickly form bonds with staff and other children.
- Staff promote a love of reading. They read books in an exciting way, and children fill in familiar phrases and words. Children recall stories that have been

read to them previously. They invite their friends to participate in their 'show' as they re-enact a story using masks. Staff show willingness to improvise and play the part of 'Goldilocks' when asked to by children.

- Staff quickly identify gaps in children's learning. They develop helpful strategies to support children to begin to close gaps in their skills and knowledge. For example, they use puppets and songs within social communication groups to work on speech and language development. When necessary, staff liaise with external agencies to support children's development. Staff also work closely with local schools and other settings that children attend to share information effectively.
- Children have a passion for nature and the outdoors. They demonstrate prior learning and knowledge as they plant sunflower seeds with staff. Children are articulate when explaining that plants need soil and water when seeds are being planted. They know that plants need sunlight to grow and become tall. Children show large-muscle control when using a watering can to water their seeds.
- Staff introduce a wide range of vocabulary to children. For example, when children show an interest in different vehicles, staff talk about a 'runway' and how planes 'take-off'. They provide materials for children to create runways on different surfaces and use words like 'smooth'. However, at times, staff allow the more confident, older children to dominate activities. They do not always encourage the quieter or younger children to engage in conversation. This means that, on occasion, these children do not build on their communication and language development further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about the signs and symptoms of abuse and what to do if they have concerns about a child's welfare. Staff understand the procedures to follow should they have concerns about the behaviour of a colleague or member of the committee. Staff understand local safeguarding aspects, such as county lines and 'Prevent' duty. The manager attends local safeguarding network meetings to ensure she has an ongoing understanding of local issues. Staff conduct risk assessments of the environment and activities. They teach children how to keep themselves safe at pre-school.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement effective systems to ensure that information about committee members and trustees is provided to Ofsted in a timely manner to enable Ofsted to verify their suitability.	23/05/2023
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To further improve the quality of the early years provision, the provider should:

- support staff to help children to learn about good hygiene practices and why these are important, in particular when dealing with dirty noses
- support staff to identify more quickly when to engage more with quieter or younger children so that all children receive the same level of communication and language support.

Setting details

Unique reference number	258573
Local authority	Nottinghamshire County Council
Inspection number	10264685
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	12
Name of registered person	Willoughby Pre-School Playgroup Committee
Registered person unique reference number	RP522243
Telephone number	07935220291
Date of previous inspection	22 June 2017

Information about this early years setting

Willoughby-on-the-Wolds Pre-School Playgroup registered in 1980. It is situated in Willoughby-on-the-Wolds. The playgroup employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The playgroup operates during term time, from 8.45am to 3.15pm, Monday, Tuesday, Wednesday and Thursday. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- This was the first routine inspection the pre-school 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.

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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