

Inspection of Barrow Pre-School Playgroup

Methodist Church Rooms, North Street, Barrow Upon Soar, Leicestershire LE12 8QA

Inspection date: 8 June 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 greeted warmly by staff when they arrive at the pre-school. Staff encourage them to talk to them about their experiences at home, helping them to feel that their comments are valued. Children receive praise from staff for their achievements, which helps to raise their self-esteem and confidence. This includes when younger children pass toys to others when they play in water and when older children use scissors safely to cut wool.

Children are keen to engage in activities staff plan for them. One example of this is when staff ask children to look for numbers that are displayed in the playroom. They say, 'On your marks, get set' and before they can say 'go', children laugh and start to explore, struggling to maintain their excitement. Children use clipboards with paper and pens to record when they see the same number in the environment that is written on their paper. This helps children to recognise numbers that are the same. Children benefit from staff planning the environment to promote their interests and learning. For example, children show their imagination when they use cardboard boxes to build and construct to make a pretend robot. Staff ask children to draw eyes and arms to their robot, encouraging their early writing skills. Children are offered a safe space to develop their large physical movements. For example, staff ask them climb steps and jump off onto soft matting.

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

- Children who have special educational needs and/or disabilities (SEND) are supported well by the manager, staff and the special educational needs co-ordinator. Targeted plans are put in place to support children's individual needs. Additional funding is used to provide children with one-to-one support from staff for their care and learning.
- Staff support children to be emotionally ready for their move on to school. All children, including those with SEND, are invited to go with staff for visits to the school to become familiar with teachers and the environment before they start.
- The manager supports her staff through, for example supervision and appraisal meetings. Staff have opportunities to extend their professional development. This is focused on helping them to meet the individual needs of children in their care. For example, recent training helps to extend their knowledge of how to manage children's behaviour.
- Staff provide children with opportunities to learn about oral hygiene. For example, they offer children experiences to learn how to clean their teeth. Staff ask older children each morning if they have cleaned their teeth, and make a tally chart to show their responses.
- The manager and staff offer children a curriculum that supports them to progress in their learning. As children get older, they are provided with more

adult-led activities to help them learn skills that will help them at school, such as to sit and listen. However, during some of these planned group times, staff do not encourage older children to take turns to answer questions and to listen to the views of others. This results in all children answering questions at the same time.

- Staff provide children with opportunities to help broaden their learning. For example, they plan experiences for them to look at and learn about ponies and to touch minibeasts. Staff take children to the library to help them develop a love for books.
- Children's behaviour is good. Most children understand the pre-school routines. For example, to get children's attention, staff sing 'Children are you listening', and children stop what they are doing and reply, 'Yes we are'. This helps children to understand that the routine is changing. However, staff do not plan some daily routines, such as tidy-up time and the transition to group time effectively. Not all children join in tidying away the toys and resources, and valuable learning time is lost.
- Children are supported to be independent. For example, staff ask them to serve themselves healthy food at snack time. They encourage children to begin to put dressing-up costumes on by themselves.
- Staff use books effectively to support children's understanding of feelings and emotions. For example, staff read stories that help children to link colours to emotions.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out risk assessments of the environment and toys when they set them out each day. This helps to provide a safe place for children to play. Staff help children to learn how they can play safely. For example, they ask them to hold out their arms to balance when they use apparatus. The manager and staff understand how to identify the signs of abuse, including if children are being exposed to extreme views or radicalisation. They know where to report concerns about children's safety. The manager follows a robust recruitment procedure to ensure that staff are suitable in their roles.

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 help older children to take turns to answer questions and to listen to the views of others during group times
- review daily routines, making sure that children's learning time is not unnecessarily lost and they remain purposefully engaged.

Setting details

Unique reference number	226250
Local authority	Leicestershire
Inspection number	10285411
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 4
Total number of places	34
Number of children on roll	59
Name of registered person	Barrow Pre-School Playgroup Committee
Registered person unique reference number	RP910489
Telephone number	07975 957242
Date of previous inspection	5 October 2017

Information about this early years setting

Barrow Pre-School Playgroup registered in 1972 and is situated in Barrow Upon Soar, Loughborough. The pre-school employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one at level 5 and five at level 3. The pre-school opens during term time only. Sessions are on Monday, Tuesday, Thursday and Friday, from 9am until 3.25pm, and on Wednesday from 9am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the pre-school has 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 and the inspector completed a learning walk together of all areas of the pre-school and discussed how she implements the curriculum.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout 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 in the pre-school.
- Parents shared their views of the pre-school 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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