

Inspection of Co-operative Play and Learn

Co-op Sports and Social Grounds Birstall Road, Birstall, Leicester LE4 4DE

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 enter the pre-school eager to engage with the exciting activities on offer. They choose what they want to do and quickly become immersed in play. Staff gently reassure and comfort children who need a bit more time to settle.

Children have extremely strong bonds with the caring and attentive staff. They confidently go to them if they need help or support. Children are constantly praised throughout the day. This helps them to develop confidence. Staff have high expectations of all children, including those with special educational needs and/or disabilities. Children follow rules well and play nicely with each other. They learn how to share and use good manners from staff, who are good role models. Children use their imaginations well in play. This is encouraged by the range of open-ended resources that is provided. For example, children make 'power cakes' in the sandpit to make cars go faster.

Children use the well-planned outdoor space to learn about the wonder of nature and how to care for it. They are supported by staff to safely peer over a small pond and watch a beetle in awe, engrossed in its every move. Staff encourage and support children's growing curiosity. They ask children to smell herbs and feel the texture of pinecones. Children have plenty of opportunity to be physically active. They run freely around the field after lunch. They squeal with excitement as they play group games.

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

- Staff are extremely skilful at extending children's learning during play. Through high-quality interactions, they expose children to new thinking and encourage them to solve problems. For example, children are supported to use nuts and bolts to construct a helicopter. They work out that they need to leave it loose, so that the propeller can spin. Staff encourage children to notice the difference between light and dark while playing inside a barrel.
- Children learn skills to become independent. Staff embed this into routine activities. Children confidently wash their hands and pour their own drinks. Staff help and support younger children when needed. Staff encourage children to develop skills they may use at school. For example, children practise putting their shoes on and independently zipping up their coats.
- Staff have strong relationships with parents. They allow time during each day to talk to them and share information. Parents comment on how they have seen positive changes in their children. They say their children's confidence and independence have increased. Staff support parents to extend children's learning at home by giving out learning packs.
- Children are developing an understanding of what constitutes a healthy lifestyle.

They practise cleaning pretend teeth when they use string to 'floss' play dough from egg boxes. Staff talk about the importance of having clean teeth. Staff support children who are fussy eaters. They engage them in fun activities to prepare food such as making fruit butterflies.

- The manager strives to improve the setting. She evaluates practice well and puts in place effective action plans. The staff team benefits from regular supervisions with the manager. They attend regular training. Consequently, staff increase their knowledge and skills. This has a positive impact on their practice.
- Staff promote positive behaviour well. They have clear and consistent rules and boundaries for all children. Children know what is expected of them. They are kind and respectful towards one another. Staff deal with minor conflicts as they arise. They discuss the situation appropriately, and children are quick to respond. Children receive stickers for their achievements, which they show off proudly.
- Overall, children's communication and language are supported well. Staff introduce new words in play. They repeat words back to younger children and commentate on what they are doing. During group times, confident children are eager to answer questions and join in conversations. However, at these times, staff do not always give less-vocal children the opportunity to have a say, and they remain quiet.
- Children have access to a wide range of books. They get them out of the box independently and look at the pictures. They enjoy sharing books with adults and discuss what is happening. However, during group story time, staff fail to capture all children's interest with their storytelling. Consequently, some children become disengaged.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs and symptoms that may indicate that a child is at risk of harm. They understand their role in recording and reporting any concerns to the relevant agencies, including any concerns about staff members. All staff have been on recent safeguarding training to keep their knowledge up to date. Staff carry out risk assessments daily to ensure that the environment and equipment are safe for children. Children are taught how to keep themselves safe while crossing the road. The manager has a robust safe recruitment process. This ensures that those who are employed by the pre-school have the necessary suitability checks.

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 develop their skills in delivering stories to a group to ensure that they are engaging for all children

- give less-vocal children more opportunities to interact and have a turn during group times to build up their confidence.

Setting details

Unique reference number	EY472097
Local authority	Leicestershire
Inspection number	10279908
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	25
Number of children on roll	42
Name of registered person	Wetton, Angela Clare
Registered person unique reference number	RP909208
Telephone number	07443606287
Date of previous inspection	3 August 2017

Information about this early years setting

Co-operative Play and Learn registered in 2013. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term-time only. It also opens four weeks of the summer holidays. Sessions are from 8am to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Leonie Miller

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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector carried out a joint observation of practice.
- The inspector viewed a sample of relevant documentation.
- The manager and the inspector held discussions about the curriculum and the impact it has on children's learning and development.
- The inspector observed children playing and their interactions with staff members.
- The inspector sought the views of parents.

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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