

Inspection of Costock Playgroup

Main Street, Costock, Loughborough, Leicestershire LE12 6XD

Inspection date:

19 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled at this welcoming and friendly playgroup. They select the toys of their choice and play appropriately and cooperatively with their friends. Staff provide clear routines for children to follow and make sure they have enough toys and activities to access. However, staff are not always clear on how to deliver a clear and consistent curriculum for all children. Staff do not always plan play purposefully to support children's individual learning. Consequently, some children do not learn as much as they can or develop new skills. For example, children who safely and competently ride on balance bicycles are not provided with new experiences, to develop these physical skills further. That said, children do enjoy their time accessing activities that staff know that they are interested in, such as jelly to support their interest and sensory development.

Staff engage well with older and more confident children. They encourage children to respond to their questions asked during story time. However, younger and quieter children are not provided with the same level of interaction in order to support their learning. These children miss out on consolidating their learning as they are less engaged in the play experiences compared to their older peers. Nevertheless, all children learn about the benefits of eating healthily during mealtimes. Staff talk to the children about the importance of drinking milk to make their bones stronger.

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

- Staff help to raise children's self-esteem and confidence. They use words such as 'well done' and 'fabulous' as they acknowledge children's achievements and their attempts to sing songs and say their name during 'welcome time'.
- The provider has successfully addressed most of the weaknesses raised at the previous inspection. For example, they have notified Ofsted of changes to the committee members. This enables Ofsted to complete all the necessary checks on the new committee members to assure their suitability.
- The new committee is still in its infancy. Supervision sessions are now taking place to support the manager in her role. However, the curriculum delivered by staff is not ambitious enough to ensure all children receive high-quality learning experiences consistently. Staff generally plan activities on what children like to do. They do not give sufficient consideration when planning activities to challenge and extend all children in their learning.
- Staff provide varied activities, both inside and outside, some children are less engaged in their learning and quickly move from one activity to another. Children, particularly the younger ones, are not always supported by staff to consolidate their learning or remain focused during these activities, compared to their older and more confident peers.

- Children with special educational needs and/or disabilities are supported sensitively by staff. Staff work closely with parents and carers to provide support for the family.
- Children develop their independence skills appropriately. Older children manage their self-care skills, such as putting on their coats and using the toilet independently. After snack time, younger children put their used plates in a water bowl ready to be washed.
- Staff encourage children to spend plenty of time outside in the fresh air. They help children develop their imaginative skills. For example, children use chalk to draw lines on the ground. They tell visitors that they are making a road for their wheeled toys and bicycles. Children have fun as they carefully manoeuvre the wheeled toys inside the lines of the road they have created.
- Parents and carers spoken to comment how they have seen their children make progress and feel supported by the staff. They also comment on how their child's speech has developed since their child has been attending the playgroup.
- Children develop a love of books and enjoy story time. They sit attentively and engage in conversations with the staff. Staff help children understand what the author does and what the meaning of the blurb is on the back of the book to help to develop their vocabulary and literacy skills.
- Staff are attentive to children's personal needs and recognise when children become upset. They offer reassurance through cuddles and children settle back into their play quickly.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have secure knowledge of how to keep children safe. They recognise the potential signs that a child may be at risk of harm, such as from radicalisation or exploitation. They are clear about what procedures they must follow and who to report their concerns to, if they suspect a child is at risk of harm. Staff complete child protection training to keep their knowledge up to date. They also complete daily risk assessments of the environment to make sure it is safe and secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff interactions help all children consolidate their learning and remain focused during their play	06/09/2023

ensure staff clearly understand how to deliver and implement an ambitious curriculum consistently to support all children's ongoing learning and development	06/09/2023
plan and provide activities that focus on what children need to learn next based on their stage of development, emerging needs and interests.	06/09/2023

Setting details

Unique reference number	253421
Local authority	Nottinghamshire County Council
Inspection number	10279010
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	25
Name of registered person	Costock Playgroup Committee
Registered person unique reference number	RP522581
Telephone number	01509 856387
Date of previous inspection	30 January 2023

Information about this early years setting

Costock Playgroup registered in 2000 and is located in the village of Costock, Nottinghamshire. The playgroup employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 3pm, Monday, Wednesday and Friday, and from 9am until 12 midday on Tuesday and Thursday. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager and inspector completed general observations of play and evaluated this together.
- The inspector took account of the views from parents spoken to on the day of the inspection.
- The inspector spoke with the manager, a representative of the committee, the nominated individual of the committee, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications, and the committee members suitability and staff suitability when working with the children.

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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