

# Inspection of Plumbland Pre School Playgroup

Parsonby, Aspatia, Wigton, Cumbria CA7 2DQ

---

Inspection date: 4 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Staff offer a nurturing and stimulating learning environment, where children's smiling faces show that they feel happy and safe. Staff know the children well and they place a strong focus on children's well-being. New children settle quickly through the tailored settling-in arrangements that staff put in place. All children form strong emotional attachments with their key persons. They are confident individuals and enthusiastic learners.

Children eagerly come into the pre-school. They demonstrate positive attitudes to learning as they happily engage in their self-chosen play. Staff weave the curriculum well into children's play. They follow children's interests and build on what children already know and can do. Staff promote children's learning about oral health through activities. Children use associated resources to practise their teeth cleaning skills. They listen to stories about visiting the dentist and respond to staff's questioning about their own experiences.

Children behave well and follow well-embedded routines. Staff have high expectations of children. They provide a curriculum that effectively supports children in gaining independence, social skills and confidence, in readiness for school. Children learn to do things for themselves. For example, they serve themselves at snack time and help to tidy up during the day. Children just love every minute of their day.

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

- Staff effectively support children's communication and language development. For example, as children play, staff introduce new vocabulary, including different mathematical concepts. Children learn about opposites, such as 'heavy and light' or 'night and day'. As staff interact with children, they encourage them to talk and give children time to share their thoughts and ideas. Children are confident communicators.
- Children show a positive attitude towards their learning. They respond well to staff's interactions during their play and many incidental moments that staff use to extend children's learning and understanding. For example, children find a slug and observe it closely in a magnifying jar. Children show great empathy for the slug and consider how the slug would feel better in the field. They release it and hold further discussions about what it will eat as well as the slime trails it leaves. Children show awe and wonder in the world around them.
- The manager and staff have designed a curriculum that is tailored to meet the individual needs of the children. Staff are in tune to the children's needs. They constantly adapt the way they deliver the curriculum to ensure that learning is embedded. This helps all children to make good progress.

- Staff immerse children in a wide range of experiences that promote their physical health and emotional well-being. Children show skill and confidence as they independently use the climbing frames, balance beams and wheeled toys outdoors. Staff help children to build their muscles through these sessions and support children in developing their small- and large-muscle movements.
- Children enjoy an abundance of literacy experiences. They have continuous access to mark-making resources that they use to help develop their early writing skills. They learn to use scissors safely and through staff's support they competently practice their cutting skills. Children snuggle up to staff as they listen to stories, showing the close bond they have developed as well as their early interest reading.
- Partnership with parents is good. Parents feel involved in their children's development. This helps to maintain consistency of care and learning. They appreciate how staff keep them informed of their children's progress. They say staff support the whole family not just the children. They appreciate the manager's setting up of a toddler group since the pandemic, which enable them and their children to socialise with others. Again, this is highly beneficial to children's well-being.
- The manager and staff work well as a team. This contributes to the happy and calm atmosphere they create, which effectively supports children's learning. While staff receive some training opportunities, the provider and manager do not make effective use of supervision sessions to monitor staff's professional development, so they can target support and make further improvements to the quality of provision for children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound understanding of safeguarding policies and procedures. All staff attend regular safeguarding training. This helps to keep their knowledge of child protection procedures up to date. Staff demonstrate a good understanding of the procedures to follow should they have a concern about a child or about another member of staff's conduct. Risk assessments minimise any potential hazards within the school, indoors and outside. As a result, children play and learn in an environment that is safe and secure.

## What does the setting need to do to improve?

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

- embed a system of formal supervision to build on the support, coaching and training provided to continuously develop staff's knowledge and skills.

## Setting details

<b>Unique reference number</b>	317577
<b>Local authority</b>	Cumberland
<b>Inspection number</b>	10285502
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Plumbland Playgroup Committee
<b>Registered person unique reference number</b>	RP904811
<b>Telephone number</b>	016973 20628
<b>Date of previous inspection</b>	9 October 2017

## Information about this early years setting

Plumbland Pre School Playgroup registered in 1990. It is run by an independent committee and operates from Plumbland CE Primary School. The pre-school opens Monday to Friday with morning sessions from 8.45am to 11.45am and afternoon sessions from 11.45pm to 2.45pm. All-day sessions are also available. The pre-school operates during term time only. The pre-school employs three members of childcare staff, who hold appropriate early years qualifications at level 3. One member of staff holds qualified teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Carys Millican

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector and the manager completed a joint observation of an activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023