

Inspection of Little Monkeys Playgroup

Village Hall, Main Street, Leicester LE8 6UF

Inspection date: 3 October 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 arrive happily at the playgroup. They run into the room, saying 'hello' to the staff and their friends. Children demonstrate their previous learning as they independently hang up their belongings and rush over to join in with the interesting activities staff have set up for them. Staff show a genuine interest in the children they care for and engage them in discussions about their home life. They use the information they gain to help provide experiences for children. For example, some children tell staff they have been on a pumpkin walk with their family. As a result, staff set up experiences for them to explore pumpkins further by bringing them into the playgroup to see how they look and taste.

Staff provide activities to support children's communication and social interactions. For instance, children are encouraged to join in group-time sessions. Staff capture the children's interest as they read familiar stories. Children listen enthusiastically and become deeply engaged. They finish the staff's sentences and are encouraged to recall what happens next in the story.

Staff are good role models for children and have a calm, caring nature. They are quick to celebrate children's achievements, giving them a 'high five', and encourage children to share these with others. This instils acts of kindness in children. For instance, they draw pictures for their peers and ask their friends if they are 'okay'. They remind them to 'go steady' when they stumble off their scooter.

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

- Staff are safety conscious and communicate with one another to ensure good deployment. Children start to understand how to keep themselves safe as they participate in familiar daily routines. For instance, before they make their way to the playground, they find a partner to hold hands with, and they line up and follow instructions from staff. Children learn to behave well and negotiate with others. On the rare occasions that staff need to remind children about the rules, children listen and respond positively. For example, when children have a disagreement over a ride-on toy, staff get down to the children's level and talk about turn-taking. This helps the children learn to negotiate and make the right choices.
- Overall, children's physical development is promoted well by staff. Toddler and pre-school-age children enjoy their time outside, using lots of large-muscle movements. Staff teach children how to ride on scooters. This helps to develop their balance and coordination. Children negotiate the steps to the climbing frame and go down the slide with confidence. However, staff do not always provide very young children with opportunities to build on their core strength in readiness for walking.

- Children develop their imagination during play and link it to real-life experiences. Staff encourage them to work cooperatively during role play. For instance, children gather chairs and put them in rows. They talk together about going on an aeroplane and needing their suitcases and passports. One child collects play cards and hands them out, saying, 'These are the passports.' They say they are going to 'Peppa Pig World' and have their tickets ready.
- Staff find out from parents if their children attend other settings. However, partnership working with these settings is not yet fully embedded. Information is not routinely shared to gain an understanding of where children are at in their learning. Consequently, staff do not have an accurate understanding of children's progress in other settings.
- The manager and staff work well together as a strong team. Staff state they feel valued and have appraisals to discuss training needs, such as for safeguarding and paediatric first aid. That said, staff are not always provided with individually tailored coaching to help them to be more confident in their role and improve the outcomes for children.
- Parents speak very highly of the playgroup. They comment on how well the staff know their children and put them at the centre of everything they do. Parents say that settling-in sessions are tailored for the individual child, and they are introduced to their child's key person from the outset. They feel well informed and know where their child is in their development. Additionally, staff share activity ideas for home learning to help parents further support children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular training to help them understand their duties in relation to safeguarding. They know the signs and symptoms which suggest a child is at risk of harm. Staff know the reporting procedures should they have a concern about a child's safety. Additionally, they know what to do if they have a concern about a colleague's conduct. Staff have received appropriate first-aid training so that they can respond in the event of an accident or medical emergency. They complete effective risk assessments and are always vigilant to keep children safe. Discussions take place with the children about the importance of chewing food well and cutting grapes in half to prevent the risk of choking.

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 consistently provide experiences for children that promote their next stage of learning and development
- engage with other settings that children also attend, to share information to

further support the children's learning and progression

- strengthen arrangements for staff supervision to identify individual targeted support, to improve outcomes for children.

Setting details

Unique reference number	EY471611
Local authority	Leicestershire
Inspection number	10307352
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	15
Number of children on roll	23
Name of registered person	Love, Richard
Registered person unique reference number	RP902970
Telephone number	07840962490
Date of previous inspection	27 November 2017

Information about this early years setting

Little Monkeys Playgroup registered in 2013 and is located in Leicester. The playgroup employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday, from 8.30am to 4.30pm, during term time.

Information about this inspection

Inspector
Kelly Langley

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 and manager completed a learning walk together. The inspector spoke with the manager to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

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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