

# Inspection of Memorial Hall Playgroup

Stamford Street, Glenfield, Leicester, Leicestershire LE3 8DL

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Inspection date: 5 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 welcoming and secure playgroup with a smile and are warmly greeted by friendly staff. They quickly settle as they find their favourite activities. Staff help children build their vocabulary as they encourage them to recall a story about bears and talk about the characters in the book. Children are helped to develop their small muscles as staff encourage them to scoop up porridge oats and tip them into pans. Staff ask questions to encourage children's thinking, such as 'What else do you think we could add to the porridge'. This helps to develop children's communication skills. Children enjoy the sports coaching sessions that the staff provide. They listen to staff's instructions and respond with delight as they run on the spot and do a series of movements to help develop their coordination, balance, and large-muscle skills.

Staff encourage children to show kindness to their friends. They continually praise and encourage children as they stand alongside their friends and take turns scooping and filling buckets of sand. Children are helped to build their problem-solving skills and learn to predict as they estimate how fast toy cars travel down a ramp. Staff ask, 'Which one do you think could be the winner this time?' Children cheer as the cars travel at speed and their predictions are correct.

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

- The long-standing manager, who is also the registered person, is committed and passionate about providing good quality early years education. She is reflective in her approach. For example, the manager and her team are currently thinking about how they can enhance the outdoor area, to provide additional equipment that helps children build their large muscle skills. Staff speak positively about the support the manager provides. They benefit from regular supervision to help guide them in their role.
- The manager and the staff have created a programme of learning that generally helps children prepare for the next stage of their education. However, staff do not always support children to further build on what they know and can do. For example, during a counting and sorting game staff do not challenge children enough. This results in, children becoming distracted and wandering off rather than finishing the game.
- The staff support children's emotional and social development well and help them develop positive attitudes to learning. Children are encouraged to share and take turns at every opportunity. Staff ensure they follow a familiar daily routine and have devised a strong key person system, which helps children feel secure and settle quickly. Children learn to be respectful and kind to each other during the day.
- Staff support children in developing their self-help skills. At snack time, children

learn to use knives safely as they cut fruit and pour their milk. However, children's independence is not as well supported during general play activities, as staff are sometimes overly helpful. For example, when children use balancing equipment, staff constantly guide them and hold their hands instead of allowing them to practice balancing themselves. Staff are quick to write children's names on their pictures rather than giving children the opportunity to practise marking their work.

- Children with special educational needs and/or disabilities (SEND) are supported well. The special educational needs coordinator (SENCO) works closely with outside agencies, to help create targeted plans to support children who require additional help. As a result of this intervention, children are making good progress in preparation for the next stage of their education.
- Parents speak highly of the 'supportive, friendly and warm' staff. They comment that their children settle quickly and learn new skills rapidly at playgroup. Parents receive regular feedback on their children's progress and are invited to contribute to their children's learning through regular contact and conversations with their children's key person.
- Children are taught the importance of caring for their teeth as they use toothbrushes to 'brush' the doll's teeth. Staff talk to children about how to keep their teeth healthy by brushing daily. Children enjoy healthy snacks and drinks throughout the session, and daily fresh air and exercise help to develop children's physical skills and maintain healthy habits.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that all staff receive regular safeguarding training. She plans safeguarding quizzes and discusses possible safeguarding scenarios. This helps staff to keep their knowledge up to date. Staff are confident in their knowledge of a range of safeguarding concerns. This includes recognising the signs of abuse, female genital mutilation, and keeping children safe from radicalisation. Staff understand how to record and escalate concerns about a child in their care. They know the procedure to follow should they have a concern regarding another member of staff's conduct. Daily risk assessments are carried out by staff to minimise hazards within the playgroup.

## **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 fully challenge children during activities, to help expand children's knowledge and help them build on what they already know and can do
- encourage children to complete more tasks independently, to help challenge their existing skills.

## Setting details

<b>Unique reference number</b>	226443
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10304806
<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 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Fenton, Karen Jan
<b>Registered person unique reference number</b>	RP512657
<b>Telephone number</b>	07901833189
<b>Date of previous inspection</b>	1 February 2018

## Information about this early years setting

Memorial Hall Playgroup registered in 1982 and is located in Glenfield, Leicester. It employs six members of staff. Of these, five hold appropriate early years qualifications at level 3. The playgroup opens during term time only. Sessions are from 8.30am to 11.45am on Mondays, 8.30am to 3.15pm on Tuesdays and Thursdays and 8.30 to 1.15pm on Wednesdays and Fridays. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Stephanie North

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCO spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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