

# Inspection of St Winefrides Playgroup

Upper Floor, 43 Garendon Road, Shepshed, Leicestershire LE12 9NU

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Inspection date: 9 January 2024

<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 settle quickly at this welcoming playgroup, as staff provide cuddles and reassurance. Children demonstrate that they feel safe and secure. For example, they confidently show visitors ice they have found in the garden. Children explain to visitors that water has frozen overnight. Children excitedly learn about the world around them as staff teach them about the concept of growth. Children find shoots in the soil, and staff explain that the rhubarb is beginning to grow back as they look at the tiny leaves together. Staff know children well and provide activities linked to their interests. For example, children delight in playing hide and seek with staff in the garden. They practise their large-muscle skills as they walk along the climbing frame and crawl through tunnels as staff try to find them.

Children develop self-care skills, such as fastening their own zip and putting fingers in their gloves. Staff sing songs to the children to keep their fingers and thumbs moving as children try to put their fingers in their gloves. Children listen to instructions and behave well. For example, they know to line up against the wall and wait for everyone to get ready before going outside.

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

- Staff enthusiastically teach children social skills, such as taking turns. They praise children when they wait for their friends to have their go during a mathematics game. Staff encourage children to think about feelings, such as when they are encouraged to share. Children have back-and-forth discussions with staff about how happy they feel when their friends share with them.
- Staff support children to practise using their small muscles to strengthen their hands for eventual writing. Older children practise holding scissors to snip pieces of play dough. Staff help younger children to exercise their hands as they dig with trowels in the sand. However, staff do not always provide the same opportunities at the playgroup for reading and promoting a love of books. Children cannot always freely access books to help develop their early literacy skills and curiosity about books.
- Staff encourage children to use their problem-solving skills to think of ways to do things. For example, children work together to fill pots with dried lentils. Staff praise the children's efforts and encourage them to consider the best way to organise the pots so all the children can reach them.
- Staff engage older children in number games in the garden as they learn early mathematics skills. Children practise counting the spots on the jigsaw and match them to the numeral. However, younger children are not always supported with their early communication skills. For example, staff do not always use clear, simple language when explaining things to children, to enhance their early understanding.

- Staff clearly teach children their expectations and, as a result, children learn to behave well. For example, children listen to instructions to wait in line to collect their snacks. They follow instructions to put the banana skin in the bin and clear away their plates.
- Staff support children to learn about healthy eating and to be independent. Children confidently wash and dry their hands before eating, choose what they want to eat and carry it to the table. They help themselves to milk, which they pour from a small jug. Staff have conversations with children to discuss the vegetables they eat at home. Children hear new words such as plum, mushroom and apple.
- Leaders and managers reflect on the curriculum and what they would like children to be able to do when they move on to school. Managers support staff with individual targets and training to help staff enhance their practice. Staff state that they feel supported in their roles by the management team.
- Parents report that their children make good progress at the playgroup. They state that staff share information about their children's learning and development. Staff provide ideas for parents to support their children with potty training at home.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- review the organisation of books to encourage children's independent use and enjoyment of books, to extend their literacy development
- strengthen staff's skills in the delivery of the curriculum for language and communication for younger children.

## Setting details

<b>Unique reference number</b>	EY222062
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10305014
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	49
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	St Winefride's Playgroup Committee
<b>Registered person unique reference number</b>	RP910516
<b>Telephone number</b>	01509 601266
<b>Date of previous inspection</b>	8 February 2018

## Information about this early years setting

St Winefrides Playgroup registered in 1993 and is located in Shepshed, Leicestershire. The playgroup employs 10 members of childcare staff. All members of staff hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday, term time only. Sessions are from 8am until 4pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Caroline Winterton

## 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 all areas of the playgroup 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the playgroup.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the staff and the children.
- The inspector carried out a joint observation with the manager.
- 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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