

# Inspection of Belton Playgroup

Village Hall, School Lane, Belton, LOUGHBOROUGH, Leicestershire LE12 9TU

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Inspection date: 29 April 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children look at their own photo books with staff. The book contain photos of the children's previous learning experiences and special events in their lives at home. They hold discussions with staff about what they see in the photos, helping them to remember what happened and to develop a sense of belonging in the playgroup. Children are supported to focus and pay attention. For example, all children, including those with special educational needs and/or disabilities (SEND), are invited to engage in learning during small focused group times, when they are encouraged to concentrate.

Children show that they thoroughly enjoy being physically active. Staff support them to take and manage risks that are appropriate for their age and stage of development. For example, younger children are supervised by staff when they want to walk down a slide, promoting their safety. Older children are confident in their abilities as they swing, climb and jump on and off objects, showing good strength and coordination in their bodies. Children are creative when, for instance, they help staff to make dough. They are asked to take it in turns to add ingredients, following a recipe. When asked, older children are happy to fetch rolling pins for their friends to use, showing kindness to others. When children add colouring to the dough, staff support younger children to begin to understand how colours can be mixed together. Older children are asked what they want to make with the dough. They reply, 'Pancakes,' showing their imagination.

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

- Staff support children with SEND well. For example, they make referrals to other professionals to help provide targeted support for children's individual needs. The manager uses additional funding effectively to support children's development. For instance, additional resources are purchased, such as stepping stones, to help children to build on their core strength, balance and coordination.
- Staff know their key children well, including those with SEND. They use observations and assessments to identify what children need to learn next. However, this information is not always shared fully across the staff team. At times, other staff do not recognise how best to help some children with their learning. Therefore, sometimes children do not make the progress they are capable of.
- Staff help older children to understand the learning intention of activities. For example, when they give children dough to squeeze, pinch and pass from hand to hand, staff explain to them that this is to help to develop the muscles in their hands for when they start writing. However, staff's interactions with younger children are not always as effective in helping them to understand what is being

asked of them. For example, when staff ask them how they are feeling, children do not understand and say their name instead.

- Staff offer children a wide range of healthy foods at snack time. They encourage children to try different fruits and vegetables to help increase the range of nutritious foods they eat. Children are asked to serve their own food, helping them to manage portion sizes and make choices about what they want to eat.
- Children understand staff's rules and boundaries in the playgroup. Staff discuss these during group times, giving children prompts, such as touching their ears to remind them to listen and touching their eyes to remind them to look.
- Staff encourage children to be independent, helping them to learn skills for the future. For example, they ask children to pour their own milk at snack time and to select their own plate and cup. Staff support younger children to follow the routine of putting their dirty plates and cups in a bowl when they have finished eating. Older children manage this on their own.
- Parents comment positively about their children's time in the playgroup. They say that they are kept well informed about what their children are learning. Parents appreciate how much their children have developed in their language and social skills since starting.
- The manager and staff reflect on the experiences they offer children. Recent changes, due to the younger age of the children starting, include removing smaller toys and objects to promote the younger children's safety in the play environment. Staff make improvements based on their knowledge of children's interests. For example, they introduce further equipment, such as tyres, in the garden, when children like to climb.

## 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:**

- strengthen the sharing of information between staff so that children's learning and development is further supported during children's play
- help staff to develop their knowledge of how to support younger children to understand what is being asked of them.

## Setting details

<b>Unique reference number</b>	226194
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10335730
<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>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Belton Playgroup Committe
<b>Registered person unique reference number</b>	RP522148
<b>Telephone number</b>	07761836983
<b>Date of previous inspection</b>	26 June 2018

## Information about this early years setting

Belton Playgroup registered in 1984 and is situated in Belton, Loughborough. The playgroup employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 5 and one with qualified teacher status. The playgroup opens from Monday to Thursday, from 8am until 5pm and on Friday from 9am until 3pm, during term time. It operates occasionally during the school holidays from Monday to Thursday, from 8am until 4pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## 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 and the inspector completed a learning walk together of all areas of the playgroup and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the playgroup.
- Parents shared their views on the playgroup with the inspector.

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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