

# Inspection of Gingerbread Cottage Playgroup

c/o Launde Primary School, New Street, Oadby, Leicester LE2 4LJ

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Inspection date: 29 August 2024

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### **The provision requires improvement**

Leaders do not ensure that all children are assigned a key person when they first start attending the playgroup. In addition, staff do not find out key information about the children before they start. These oversights mean that not all children consistently have their individual needs met, particularly when they are settling in. That said, when some children enter the playgroup and are unsettled, staff give them lots of cuddles and reassurance. This works well to help children feel more calm and comfortable. Staff use a visual timetable to help children understand what is happening next and when their parents will return. Generally, children behave well. Staff swiftly intervene if children display unwanted behaviour. Children follow instructions when staff ask them to help tidy up. Children learn to take turns and share as staff teach them how to divide the trains between a group of children.

Staff provide a range of activities which children enjoy. However, they do not always plan effectively to build on what children already know and can do. That said, children have opportunities to practise their small-muscle skills as they use a paintbrush to create artwork. Staff sing familiar songs and nursery rhymes. Children try to copy the actions and sing along. Staff promote a healthy lifestyle. They explain to children the importance of eating healthy foods such as fruit and how milk helps their bones and teeth grow strong.

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

- Leaders do not allocate a key person to children quickly enough when they first start at the playgroup or if they return from periods of absence. As a result, some children are unsettled when they arrive as they do not have a bond with a familiar adult. This impacts other children, who, at times, are left to entertain themselves with resources that have been put out for them whilst staff tend to children who are unhappy. Furthermore, parents state that although the staff are friendly, they do not know who their child's key person is.
- Staff gather important information from parents when children first start, such as if they have any allergies or medical needs. This helps to keep children safe. However, staff do not gather enough information from parents about children's interests or developmental needs. As a result, at times, staff struggle to maintain children's engagement as they do not know what they are interested in. Staff are unable to tailor their activities to plan for each child's individual learning and next steps as they do not have the information they require.
- Staff work with other professionals to support children with special educational needs and/or disabilities (SEND). Parents of children with SEND feel well-informed about the plans which are in place for their child. They say that their children make good progress at the playgroup. Staff adapt their teaching for children with SEND and ensure to use simple vocabulary to support children who

may have difficulties with understanding.

- Children with English as an additional language are well supported. Staff use English when they speak to children in the playgroup, but when children struggle to understand they translate to the child's home language. They teach children new words which support their play. This ensures that all children feel included and are able to play alongside their friends.
- Staff promote children's communication and language skills. Children learn words such as courgette and aubergine when they make dinner for their friends in the role-play kitchen. Staff teach them that a blender can be used to make smoothies. Older children recall prior learning as they tell the story of the hungry caterpillar. Staff teach children words and phrases which help them communicate effectively with their friends, such as asking if they can have a turn. Children make progress in their language development and are becoming confident communicators.
- Although staff provide a range of activities which children enjoy, they do not always consider the abilities of older children. They do not carefully plan activities which build on what older children already know and can do. As a result, some children find activities too easy and wander off. For example, when staff provide an obstacle course for children to practise their balance skills, older children complete this with ease and staff do not adapt it to help them build on their existing skills and abilities.

## 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 meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure all children are assigned a key person in a timely manner and parents are informed of the key person arrangements	30/09/2024
collect more information from parents and/or carers when children first start so that key persons understand what children are interested in, what they already know and can do, and plan activities to meet their learning needs.	30/09/2024

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

- strengthen the planning of activities, particularly for older children, to further build on what they already know and can do.

## Setting details

<b>Unique reference number</b>	EY440542
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10351697
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	38
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Gingerbread Cottage Playgroup Limited
<b>Registered person unique reference number</b>	RP907362
<b>Telephone number</b>	01162711970
<b>Date of previous inspection</b>	9 October 2018

## Information about this early years setting

Gingerbread Cottage Playgroup registered in 1993 and re-registered in 2012. It is located in Oadby in Leicestershire. The playgroup employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 2 or above. The playgroup opens Monday to Friday, during term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Barsby-Robinson

## 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 talked to staff at appropriate times during the inspection and took account of their views.
- 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 group activities 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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