

Inspection of Little Badgers Playgroup

St Peter's Parish Centre, High Street, Whetstone, Leicestershire LE8 6LP

Inspection date:

26 September 2024

Overall effectiveness

Requires improvement

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

Older children arrive with excitement and joy to this welcoming playgroup as they greet staff by name and shout out to their friends to come and play. Staff are friendly and kind towards children. When children are unsettled, staff provide them with reassurance and cuddles. This support helps children to form secure attachments with staff.

Although there is a curriculum in place, this is not consistently implemented for younger children or some children who have special educational needs and/or disabilities (SEND). Teaching is sometimes inconsistent. Not all staff understand how to promote and extend all aspects of younger children's learning or those younger children with SEND. Despite these gaps, children explore the activities available to them and have fun as they learn. Older children play well together, and staff help them learn to share and take turns. For example, when children want the same toy, sand timers are used to help them learn when it is their turn. Children watch with anticipation as the sand falls through the timer, immediately showing this to staff when the sand has all fallen through.

Children learn to behave appropriately in the playgroup through positive role modelling from staff and the implantation of 'golden rules'. Staff remind children of these every morning during circle time and again at pertinent times, such as tidy-up time. As a result, children behave well and listen and follow instructions from staff.

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

- Overall, staff know the children well and plan a curriculum to reflect what it is they want children to learn next. However, not all staff know how to deliver this effectively, particularly for younger children and those younger children with special educational needs and/or disabilities (SEND). During some activities, staff are unsure how to support children's next steps or extend their learning, which results in children lacking focus and attention.
- The manager generally supports her staff team by offering regular team meetings, supervision and some training to continue professional development. Staff speak highly of her and feel they are well supported. However, the manager does not identify when teaching is inconsistent. She does not monitor and evaluate staff practice well enough, which means that not all children are supported fully in their learning. Consequently, younger children and younger children with SEND are not always well supported to make consistently good progress.
- Staff promote children's physical skills well, and children spend lots of time outside in the fresh air. Children develop their small- and large-muscle skills.

Younger children enjoy using spoons and cups to pour water into jugs, and the older children begin to handle pencils and crayons as they make marks on paper. All children show good balancing skills as they move along beams in the outside area and use control on wheeled toys.

- Children learn new words as staff join in with their play. For example, when children play with a large truck, staff use words such as 'gigantic' to enable them to use other descriptive words when describing size. However, sometimes, staff do not spend enough time talking to younger children to help them build on their growing vocabulary.
- Staff share information with parents about what their children like to do at playgroup and what they have learned. They send 'all about me' sheets out each term to ensure parents share any changes in children's care needs and interests from home. However, staff do not always discuss with parents how they can further support their children in all areas of their development at home. That said, parents speak positively about the experiences their children receive and how much they appreciate the level of care and attention given to their children.
- Where teaching is implemented well children respond positively and actively engage in their learning. For instance, during a story session, children listen well and use their imagination as they use props to 'stomp' in the mud, 'swirl' through the pretend snowstorm, and 'splash' through the water. They squeal with delight as they hide from the 'bear' under a bed sheet.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest 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 staff implement the curriculum to meet the individual learning needs of all children, in particular the younger children and those younger children with special educational needs and/or disabilities (SEND) | 24/10/2024 |
| ensure effective monitoring of staff is implemented to ensure that any gaps in teaching are identified and supported to build on teaching practice. | 24/10/2024 |

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

- help staff to learn how to best support younger children to develop on their speaking skills
- enhance communication with parents to help them further support their child's development at home.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY410320 |
| Local authority | Leicestershire |
| Inspection number | 10351847 |
| 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 | 2 to 4 |
| Total number of places | 30 |
| Number of children on roll | 27 |
| Name of registered person | Henderson, Cheryl Ellen |
| Registered person unique reference number | RP514609 |
| Telephone number | 07903 468 932 |
| Date of previous inspection | 24 October 2018 |

Information about this early years setting

Little Badgers Playgroup registered in 2010 and is situated in Whetstone, Leicestershire. The playgroup employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens term time only. Sessions are from 9.15am until 3.15pm on a Monday, Tuesday Thursday and Friday and 9am to 12pm on a Wednesday. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

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 discussed the curriculum and what they want children to learn.
- The inspector carried out a joint observation with the manager.
- The inspector observed staff's interactions with the children and the impact of these on children's learning.
- The inspector spoke to children to find out about their time at the playgroup.
- Parents shared their views of the playgroup with the inspector.
- The inspector looked at documentation relating to the suitability of those working with children, such as first aid and Disclosure and Barring Service checks.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024