

# Inspection of Spilsby Playgroup

Spilsby Primary School, Woodlands Avenue, Spilsby, Lincolnshire PE23 5EP

---

Inspection date: 18 November 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children happily enter the setting, eager to join their friends. Staff welcome them with a cuddle, which helps the children to feel safe and secure. Children quickly become engaged in a range of activities provided. For example, developing their fine motor skills as they explore 'goblin's gloop'. The children enjoy moving the thick mixture around a tray with their fingers, strengthening the muscles they will later use for writing. Staff play alongside children, which helps to maintain their engagement in learning. They ask questions to extend children's thinking and model how to make marks in the gloop.

Children show that they are learning to take responsibility and look after their play environment. They willingly share toys with their friends and tidy away when they have finished their activities. Children behave well and know what is expected from them. For example, they notify a member of staff when paint is spilt on the floor, helping to keep the environment safe.

Children show pride in what they do. They carefully put their completed drawings in their bags to take home and smile as staff praise them for their achievement. This boosts children's self-esteem and confidence in their learning.

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

- Leaders and managers make sure that all children progress well in their learning and development. This includes children with special educational needs and/or disabilities (SEND). Staff adapt their practice to help children with SEND participate in the activities on offer and the routines of the day. For example, they use picture cards to show children what is happening now and what will be happening next. This helps children with SEND to understand what is happening in their day.
- Leaders and managers have constructed a broad curriculum that allows children to develop the knowledge and skills they need to get ready for school. They support staff to provide varied and exciting activities, through which staff support children's age-appropriate learning and development. However, occasionally staff do not consider children's individual rates of development and next steps in learning when planning activities. This means that, sometimes, children participate in learning that they are already confident in, rather than being supported to build on what they already know and can do.
- Leaders and managers provide staff with appropriate training opportunities to develop their knowledge and skills. For example, staff have recently completed training to help them evaluate their practice, with a particular focus on making sure they are inclusive of all children's needs. This helps staff to continually develop in their roles and build their expertise.

- Staff support children to become independent. They allow children to self-select and play with resources of their choice. This helps children to make decisions and form their own interests.
- Staff help children to develop skills such as responsibility and respect. Children show that they know how to use resources safely and for their intended purpose. Staff encourage children to take care of the resources that they use. They praise children when they tidy away after their play, which motivates children to continue behaving in this way.
- Staff use effective strategies to help children settle when they first start attending the setting. They recognise that every child is unique and has different emotional needs. Staff tailor the settling-in procedure for individual children, allowing new children to visit as often as they like as they extend their time at the setting and get to know their key person. Parents say that staff work hard to get to know them and their children and are grateful for the support on offer for the whole family.
- Staff plan activities to introduce children to new first-hand experiences. For instance, they arrange for the local fire service to visit the setting and teach children about their role in keeping the community safe. This helps children to develop an understanding of the world in which they live.
- Staff are focused on promoting children's communication and language development and use effective techniques to support this. For example, they clearly and slowly repeat back what children have said so that children can hear how to pronounce words correctly. This supports children's speech development so that they can communicate effectively with others.

## **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:**

- support staff to consider and promote children's individual rates of development and next steps in learning when planning activities.

## Setting details

<b>Unique reference number</b>	253749
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10359714
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Maycock, Paula
<b>Registered person unique reference number</b>	RP511494
<b>Telephone number</b>	07385 163071
<b>Date of previous inspection</b>	5 December 2018

## Information about this early years setting

Spilsby Playgroup registered in 2002 and is located in Spilsby, Lincolnshire. The setting employs 11 members of childcare staff. Nine members of staff hold relevant qualifications at level 3 or above. The playgroup opens from Monday to Friday during school term time. Sessions are from 8am until 5pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Cheryl Cooper

## Inspection activities

- The manager and inspector carried out a learning walk of the indoor and outdoor provision and discussed the early years curriculum.
- The inspector communicated with the children throughout the inspection.
- The inspector observed the quality of education and assessed the impact that this was having on children's learning.
- The manager and inspector completed two joint observations of adult-led activities.
- The inspector spoke to four parents during the inspection to take account of their views.
- The inspector spoke to staff throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024