

# Belgrave Playgroup

Inspection report for early years provision

---

**Unique reference number** 226861  
**Inspection date** 16/03/2011  
**Inspector** Alison Edwards

**Setting address** Belgrave Neighbourhood Centre, Rothley Street, Leicester,  
Leicestershire, LE4 6LF

**Telephone number** 0116 2221004

**Email**

**Type of setting** Childcare on non-domestic premises

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Belgrave Playgroup opened in 1979. It is a committee-run organisation operating from the Belgrave Neighbourhood Centre near the centre of Leicester, serving the surrounding community. Children use a playroom and cloakroom facilities on the first floor which can be accessed by stairs or lift. There is an enclosed outside area for outdoor play. The playgroup opens from Monday to Friday during school terms within the hours of 9.00am to 12noon. Children attend a variety of sessions.

The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 26 children between the ages of two and eight years, all of whom may be in the early years age group. There are currently 27 children on roll, all in the early years age range. This includes a high number of children with English as an additional language and a small number with identified special educational needs and/or disabilities. The playgroup is also registered on the voluntary part of the Childcare Register to care for older children. It runs a play scheme for three weeks during the school summer holidays. Including the manager, there are five childcare staff, four of whom hold recognised qualifications at Level 3, and one at Level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the playgroup is organised appropriately to underpin children's safety and welfare, although it has failed to notify Ofsted of some changes within its management committee, so breaching a specific legal requirement. The playgroup has introduced a variety of methods to review its practice, enabling it to begin to evaluate some aspects of its effectiveness. There are many good aspects to arrangements for children's care and learning in this welcoming and inclusive setting. Staff work closely with parents and other agencies to ensure that they have a good knowledge of individual children's needs and how to meet these. Consequently, children are confident and settled in their relationships and play, and make good progress in their learning overall.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- establish systems to ensure that adults responsible for children are suitable to do so with specific regard to notifying Ofsted of any change to the individuals who are members of the committee within 14 days maximum of the change occurring (Suitable people)

30/03/2011

To further improve the early years provision the registered person should:

- review risk assessments to ensure that they cover everything with which children come into contact, with particular regard to their use of the lift and stairs
- develop more effective use of self-evaluation processes to accurately identify and address any weaknesses and to pinpoint specific priorities to further improve the quality of provision for all children
- develop more effective use of planning to take full account of how to use outdoor learning opportunities to support children's progress across all areas of development
- provide a wider range of opportunities for children to extend their skills in information and communication technology.

## **The effectiveness of leadership and management of the early years provision**

Arrangements to safeguard children from harm are inadequate because the playgroup does not meet a particular aspect of the legal requirements to notify Ofsted of particular changes or events. The playgroup has not notified Ofsted of changes to parent representatives on the committee, whose key responsibilities are fund raising and social event organisation. Consequently, required clearance checks to ensure their suitability have not been completed. Notification of all changes to the membership of the committee is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. The failure to notify Ofsted is an offence unless the provider gives a reasonable excuse. On this occasion, Ofsted does not intend to take further action. However, officers on the committee who take practical overall responsibility for issues such as staff recruitment and policy review are all cleared by Ofsted to ensure their suitability. There are also effective recruitment and clearance procedures to ensure the suitability and qualifications of staff working directly with children. Consequently, the overall impact of the specific breach of legal requirements on children's safety and welfare is low. Staff show a clear understanding of how to implement a wide range of policies and procedures, readily accessible in the playgroup's operational plan. For example, they are able to outline possible indicators of different types of abuse, and recognise their responsibilities to notify the relevant authorities promptly in the event of any concerns about a child, or any allegation of abuse. Fire evacuation procedures are in place, and regular drills are carried out. Clear records are kept of children's personal and contact details. There are appropriate systems to record the circumstances and treatment of any accidents, and the administration of authorised medications. These factors help enable staff to act appropriately in the event of any emergency or sudden illness. Children are cared for in bright and welcoming premises, where posters, displays and play equipment are used well to reflect children's backgrounds and the wider community. Concise risk assessment records are in place. However, these occasionally omit consideration of particular aspects of children's experiences, such as their use of the lift and stairs. They are therefore not fully effective in documenting the sensible precautions and good supervision arrangements which are in place to minimise potential risks to children.

There are good arrangements to work with parents to support children's care and learning. Opportunities for parents of younger children to attend stay and play sessions run by playgroup staff help to ease new children's transition into playgroup. Staff take account of parents knowledge of their own children's initial interests, needs and abilities to help them quickly get to know each child as an individual. Parental questionnaires show high levels of satisfaction with the playgroup's services. For example, parents appreciate opportunities to participate in occasional workshops on topics such as behaviour management. Parents are able to express their views on the pre-school's provision through regular surveys, use of a suggestions box, or by participating in meetings. Staff readily use the support of relevant agencies to help them identify and meet the needs of children with special educational needs and/or disabilities. They have systems in place to share relevant information about children's achievements and needs with the local schools to which they transfer, so helping to support continuity and progression in their learning.

Despite the failure to identify and address the specific lapse in meeting legal requirements, self evaluation arrangements are generally sound. The playgroup has taken appropriate steps to address the recommendation made at its last inspection by ensuring that staff are clear on what children need to learn, and how to use practical play opportunities to enhance their learning. A successful application for grant funding has enabled the playgroup to establish its own secure outdoor play area, so improving opportunities for children's active learning. Staff and managers make use of a range of methods and support to help them assess and improve their practice. For example, staff use cue cards to help them systematically review the effectiveness of specific aspects of their provision. Use of annual staff assessments helps to identify priorities for ongoing professional development. This enables staff to make effective planned use of locally available training, for example, to develop their skills in supporting children's communication or creative movement. These factors contribute to a systematic annual review of the playgroup's overall evaluation of its services. However, this is not yet used to full effect to accurately pinpoint any specific weaknesses, or to clearly identify how specific priorities and targets will be achieved to further improve the quality of provision for all children.

## **The quality and standards of the early years provision and outcomes for children**

Practical arrangements to promote children's safety overall are sound, despite the lack of systems to ensure that every change in committee membership is notified promptly to Ofsted. Arrangements are in place to ensure that only fully cleared adults work with children. There are careful procedures to ensure that children are only collected by authorised adults, and that they are unable to leave the premises unsupervised. Children are sensible and responsible in their activities and routines, for example, holding onto the handrail when using the stairs, and handling scissors with care. They gain growing familiarity with aspects of safety in the wider world through their imaginative play, for example, as they use goggles to protect their

eyes when using toy tools.

There are good arrangements to promote children's healthy lifestyle. Children show growing independence in self-care skills, such as finding, using and disposing of tissues to wipe their own noses. They talk knowledgeably about the benefits of fruit and milk in helping you to be strong and run fast when enjoying varied and nutritious snacks. Staff are positive and sensitive in encouraging children's confidence in their own physical abilities. For example, they gently acknowledge and praise a child's achievement in working out how to climb over the top rung of the climbing frame. Children show growing control, balance and coordination as they jump between hoops, or as they participate in action songs and rhymes. They take pleasure in their dexterity as they purposefully use small tools to shape and pattern clay or playdough.

Children settle readily on arrival at playgroup, quickly becoming involved in purposeful play. They develop confident relationships with adults and peers, playing readily with children from different backgrounds and with differing levels of maturity and abilities. Staff are calm and consistent in their dealings with children, establishing clear expectations for their behaviour. They spend time listening and talking with children, so helping them to feel valued and recognised as individuals. Toys and playthings are organised to enable children to exercise independence and choice, for example, when accessing scissors from low drawers.

Staff have a good overall awareness of what children need to learn. They make generally good use of their observations of children's abilities and interests to plan for their future learning. Consequently, children enjoy a varied range of worthwhile activities and experiences helping them to make good progress in their learning and develop a good basis for their future skills. For example, children show good levels of concentration and problem solving skills as they successfully persevere in fitting puzzle pieces together. They begin to recognise and use number names accurately as they count out cups and spoons in their pretend play. Children enjoy anticipating and recalling experiences in their own lives as they talk about events such as Navratri. They differentiate between symbols and drawings as they create recognisable figures and write about their pictures. The playgroup encourages parents to build on their children's communication skills at home through participating in a book loan scheme, and by sharing a range of rhymes and songs in English and community languages. Children begin to learn about everyday technology as they use simple cause and effect toys to create sounds and lights, or as they use toy mobile phones in simple pretend play. However, the playgroup recognises that there are currently limited opportunities for children to fully extend their use of information and communication technology. Children enjoy investigating different substances as they mix clay and water, or as they participate in simple cooking activities. They learn about their local community as they visit nearby parks or places of worship. The playgroup's recently developed outdoor play area provides useful opportunities for children to extend their learning across all areas of development. However, staff acknowledge that planning does not yet take full account of ways to use outdoor learning opportunities to fully extend children's progress across all areas of development

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- establish effective systems to ensure that all those comprising the registered body is suitable for their role, including systems to obtain an enhanced Criminal Records Bureau check (Suitability to care for children, or have regular contact with them - also applies to the voluntary part of the Childcare Register) 30/03/2011
- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body. (Changes to people) 30/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as identified in the compulsory Childcare Register section of the report - Suitability to care for children or have regular contact with them) 30/03/2011