

# Belgrave Playgroup

Belgrave Neighbourhood Centre, Rothley Street, Leicester, Leicestershire, LE4 6LF

<b>Inspection date</b>	13/06/2013
Previous inspection date	16/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Good safety measures are embedded into the playgroup practice. This raises their awareness and understanding of how to stay safe.
- The key person system is firmly embedded and children feel safe and secure. Partnerships with parents are good and they receive lots of information about their child's progress.
- Children are motivated and keen to learn in this inclusive and welcoming setting. They show high levels of curiosity and imagination and demonstrate positive relationships with their peers, staff and visitors. Children learn to care for themselves and make independent choice about their play.
- This is a passionate and highly motivated staff team who have a shared vision for improving the playgroup.

### It is not yet outstanding because

- Children do not have varied opportunities in play to extend their understanding of the world by using and selecting real life resources and equipment, for example, real pots and pans in the play kitchen and telephones and push button toys in technology.
- Partnerships with local schools are not sufficiently embedded to give the best possible support to children moving on.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the play room and local park.
- The inspector held discussions with management and spoke to the staff, children and parents.
- The inspector observed children playing.
- The inspector sampled children's learning journeys, a range of policies, procedures and information for parents.

## Inspector

Samantha Faulkner

## Full Report

### Information about 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 12 noon. Children attend a variety of sessions.

The playgroup is registered on the Early Years Register and the both parts of the Childcare Register. There are currently 26 children on roll, of whom, all are in the early years age range. This includes a high number of children with English as an additional language and those with special educational needs and/or disabilities. The playgroup runs a play-scheme for three weeks during the school summer holidays. Including the manager, there are five childcare staff, three of whom hold recognised qualifications at level 3, and two at level 2.

### What the setting needs to do to improve further

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

- enhance the resources with more heuristic play items to mirror the home environment and develop children's imagination and curiosity
- strengthen partnership working by ensuring there are robust communication links with local schools, so that children fully benefit from a shared understanding and common approach to supporting their transition.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The large play room is organised well. It is bright and welcoming to the children. Staff think well about the layout. There is a good choice of activities on tables, the floor and free standing. Toys are of good quality and engage children's interests. However, the playgroup does not have many heuristic toys and first-hand learning opportunities which offer more depth and breadth to children's learning in understanding the world. There are lovely wall displays providing purposeful information for staff, parents and children. Children's learning and development is supported by visual aids throughout the room. For example, there is a visual timetable, posters about being kind and friendly and posters

about looking after themselves. Information displayed, is in several languages, showing a commitment towards the diverse range of children that attend. There is a good selection of toys representing the cultures of the children attending. There are dolls, books, puzzles and play equipment to represent all children.

There is a board for children to register, using different size or different coloured apples with their names. Staff use this opportunity to use mathematical language, and encourage name recognition ready for school. Another board celebrates children's interests and achievements. It is made up of stars containing children's photographs and parents share learning from home.

Parents are involved in their child's learning. They tell the inspector how staff ask about the learning from home and that staff share information with them. Parents are involved from the beginning and regularly attend meetings with their child's key person, open days or planned activities with their child. For example, the playgroup recently involved children and parents in a healthy eating programme and shared recipes to take home. There is a taster session in the afternoon for parents to see the playgroup with new children and settling in sessions are offered before new children start.

Resources are of good quality and staff are creative in providing all seven areas of learning and development for the children. For example, children do not have a varied choice to toys that promote information technology. However, staff have good ideas about what additional opportunities they can offer. For example, one member of staff tells the inspector about her ideas for a project about space and how to involve the children.

Communication and language is encouraged, evidenced by the display board, reinforcing the nursery rhyme 'Incy Wincy Spider'. There are words that support the rhyme, pictures, children's work and the words to the rhyme. This is in the book corner, supported by different types of text and different languages.

The playgroup has an outdoors play area, but this is in the process of being refurbished so children cannot use this. The manager has very clear plans about how she will provide all seven areas of learning in this new area, to extend children's opportunities. In the meantime, children explore the local community in small groups, accessing the outdoors on a daily basis.

Staff are enthusiastic and passionate with all the children. They all speak at least two languages so can support children to effectively learn English. For example they all used English first but reinforced this with Gujarati if the child was not sure, encouraging the child to speak back in English. Staff are interested in the children and all have a good level of knowledge about how children learn and why the activities were chosen today. Staff use good open questions and allow the children to think of answers for themselves. They play alongside the children but also give the children time to play with their friends. Staff use praise and encouragement throughout the day to promote children's self-esteem and reinforce positive behaviour and good manners.

Staff attend a staff meeting every two weeks and talk about what their children learn. All staff help to plan for the next two weeks, thinking about what their children need,

however, they state that the planning can change if this is better for the child's development or their interest on the day. This demonstrates a good level of reflection that positively impacts on children's progress.

### **The contribution of the early years provision to the well-being of children**

Children are all happy, settled and confident. There is no evidence of poor behaviour and most children are eager to talk to the inspector about their play. Many involve the inspector in their imaginative play. For example, they offer her a mix of food and drink from their play kitchen and want her to dance with them. Children are able to independently care for their own needs. For example, their coats are on low pegs in the rooms, toilets are accessed independently from the room and there is water and tissues for the children to help themselves to. Staff encourage children to look after themselves and explain about personal hygiene.

Staff encourage children's independence, and support them to sort out any problems themselves. For example, two children are arguing over the sweeping brush because they both want to tidy up. As a result, a member of staff talks to them about what they could do to be fair. This results in the children getting a brush each and working alongside each other.

Children all use the self-registration to find their name and stick it to the board, although a member of staff is at hand to help those who need it. Children are confident to ask for other equipment. For example, one child asks for scissors, the staff member takes her to where they are and encourages her to choose a pair, talking about how to stay safe. The child chooses from a selection of magazines and happily sits cutting out for ten minutes.

The playgroup has good systems in place to work with parents. Children attend taster sessions and settling-in visits before starting. Parents give information about routines and learning at home and this continues while the children are at playgroup. Monthly newsletters provide information about learning and activities and there is a board with additional information. For example, there is a list of the children's key person, the weekly planning and information about music lessons for children. Posters provide information for parents about other services. This system is embedded well into the practice and children are clearly happy and settled. They have good bonds with all of the staff and are confident to ask for help when they need it.

Staff are deployed well, they all play alongside the children, encouraging imaginative talk and problem solving from the children. Staff are good role models. For examples they wear an apron when helping with the modelling clay or sitting on the floor with the books. The snack bar allows children to sit in small groups while they have snack and to choose when they are ready to eat. Fresh fruit is on offer and the children are given choices and are 'helping hands' in preparing for snack.

Regard for safety is high on the staff's agenda. The playgroup has monthly practices on using the lift, stairs and fire drills. This results in children being confident to go down in

the lift to the park and use the stairs to come back. They know how to stay safe and staff use these experiences as opportunities for learning, by counting and using words such as; up, down, slow, fast and safely. Children help to support younger children by holding hands to the park and by pushing the swings.

At the local park, staff have a high regard for safety and an awareness of risk, however they allow children to take risks and choose the activities. For example, children choose to walk on the path or grass and are able to walk independently in front of the staff.

Staff are aware of the importance of a smooth transition to school and are preparing the children for this next big step in their lives as best they can. However, there is no system in place to visit the schools or for teachers from local schools to visit the playgroup to aid the transitional process.

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

The manager oversees the educational programme by being in the room every day. She checks that the planning is being followed and talks to staff. The manager also leads activities so she has a good idea of whether the children are achieving. In addition, she also reviews learning journeys at staff meetings. The manager has a good knowledge of all areas of learning and development and the way children learn. This is being shared continually with staff, who are very knowledgeable about the Early Years Foundation Stage.

The safeguarding and welfare requirements are all adhered to and policies and procedures are robust. The manager regularly reviews them and all staff are able to implement the policies and procedures. The manager seeks advice from other professionals, such as the Pre-school Learning Alliance adviser, demonstrating her commitment to improvement. Staff have a good awareness of safeguarding procedures and confidently explain what action is needed should they have any concerns for a child's welfare or an allegation is made against staff. Parents know what to do if they have any concerns or how to make a complaint.

The manager has completed a recent self-evaluation. This involves parents' views, either by talking to them or by completing an annual questionnaire. Staff reflect daily about which activities are working and what other resources would benefit the children. They also feed into the evaluations at the fortnightly staff meetings. Self-evaluation is a clear reflection of the setting and all staff give high priority to making improvements. They have been to visit other settings to share good practice and implementing new routines and systems into their everyday practice. The manager is clearly passionate about making improvements and is working hard since their last inspection.

There are clear identified plans for further improvement. For example, the outdoor play area will be finished in the next few weeks. The manager has a clear development plan of how all seven areas of learning and development can be accessed outdoors for children. The nominated person is currently improving the performance management of the

manager and staff are all aware that they have an active role in supporting all seven areas of learning and development.

Performance management systems for the staff are in place and regular appraisals are happening. These inform training plans which is an area of strength for the playgroup. Staff attend a good variety of courses and training, linked to children's learning and keeping children safe. Good procedures are embedded to manage under performance, although the staff turnover is very low and most staff have been employed for long periods of time. This is evidenced by the great working relationships that they all have. The manager speaks to staff daily and is implementing formal systems of supervision to benefit the staff and to support them further.

Partnerships with parents and external agencies are good. The manager and staff work hard to create a safe, welcoming and stimulating play room. This is demonstrated by how well the children are settled and the great relationships with parents. The setting works closely with the local authority and other agencies. They identify gaps in development and apply for funding for an extra member of staff to support individual children, as a result, the playgroup is fully inclusive.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	226861
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	818335
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Belgrave Playgroup Committee
<b>Date of previous inspection</b>	16/03/2011
<b>Telephone number</b>	0116 2221004

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## Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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