

Belgrave Playgroup

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



Inspection date

8 December 2016

Previous inspection date

13 June 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Observations and assessments of children's learning are not frequent or precise enough. This means that not all children are provided with enough challenge to make good progress in their learning.
- The supervision and monitoring of staff practice are not always effective. Clear targets for improvement, to support staff to improve their quality of teaching, are not consistently implemented. Consequently, the quality of teaching is variable.
- Staff do not always pay close enough attention to supporting children who speak English as an additional language, to speak and understand English as well as their home language.
- The manager does not have a clear overview of the progress that individuals or groups of children are making, to make sure that all of them are supported effectively to make the best possible progress.

It has the following strengths

- Children are happy and settled in the playgroup. They develop strong emotional attachments with staff, who are kind and caring.
- Managers and staff understand the importance of promoting the safety and welfare of the children in their care.
- Staff are positive role models and appropriately manage children's behaviour. Children learn to share, take turns and be kind to one another.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve how well staff observe and assess children's learning in order to consistently identify where children are in their development and to plan more precisely for the next steps in their individual learning, so that they make good progress	12/06/2017
■ ensure that staff supervision meetings are used effectively to set clear targets for improvement to support staff and improve the quality of their teaching.	12/06/2017

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

- develop teaching strategies to further support children's communication and language skills, particularly for children who speak English as an additional language
- evaluate the progress made by individuals and different groups of children to make sure that all of them receive the specific support they need to make as much progress as possible.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed several joint observations with the manager.
- The inspector held discussions with the manager, staff and children at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation, including evidence of staff suitability, certificates, and children's development records.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Claire Jenner

Inspection findings

Effectiveness of the leadership and management requires improvement

The well-established manager and staff team demonstrate a strong commitment to the playgroup. Some self-evaluation is in place. However, this is not strong enough to identify all areas where improvement is needed. Staff lack confidence in some aspects of their practice, for example, planning activities that match individual children's next steps in learning. Supervision arrangements are not yet effective in order to support staff and to improve the quality of their teaching to a consistently good level. The arrangements for safeguarding are effective. All staff have recently attended child protection training. This means that they have an up-to-date knowledge and understanding of local procedures. They know what to do should they have a concern about a child's welfare. Staff check the environment each day to ensure that it is safe and suitable for children. Parents are very supportive of the playgroup and speak warmly of the staff. They comment that their children are happy to attend and enjoy themselves.

Quality of teaching, learning and assessment requires improvement

The qualified staff team has a generally sound understanding of how children learn. They gather some basic information from parents when children first start. Staff prepare the environment prior to children arriving each day and provide resources and activities that reflect children's interests. However, staff do not always observe and assess children's progress well enough. In addition, the manager is not yet monitoring the progress of individual or groups of children. This means that planning is not always effective. It does not ensure that any gaps in learning close rapidly and that children make good, sustained progress in their learning. Children choose what they would like to play with. For example, they enjoy role play and explore play dough. Staff sit alongside children as they play. However, talk is minimal. Staff miss opportunities to introduce new words and model the correct use of language to effectively promote children's developing communication and language skills, especially for those who speak English as an additional language.

Personal development, behaviour and welfare require improvement

Staff do not always effectively engage children in purposeful, challenging play experiences that best motivate them to learn. Staff help children to learn about the importance of living a healthy lifestyle. They remind them to wash their hands before eating and after using the toilet. The daily routines provide opportunities for children to play outside. They benefit from fresh air and exercise. Children have opportunities to develop their independence and carry out simple tasks for themselves. For example, they pour their own drinks and peel oranges at snack time. Staff continue to build links with local schools to support children when they move on in their learning.

Outcomes for children require improvement

Children make some progress in relation to their starting points. They are learning some basic skills ready for their next stage in learning. However, some weaknesses in assessments, planning and teaching mean that children, including those who speak English as an additional language do not consistently make the good progress that they are capable of.

Setting details

Unique reference number	226861
Local authority	Leicester City
Inspection number	1063781
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	26
Name of registered person	Belgrave Playgroup Committee
Registered person unique reference number	RP522506
Date of previous inspection	13 June 2013
Telephone number	0116 2221004

Belgrave Playgroup was registered in 1979. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until midday. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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