

Belgrave Playgroup

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



Inspection date

26 October 2017

Previous inspection date

8 December 2016

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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:

- The manager has not yet fully developed the supervision of staff to identify where support may be required to address inconsistencies in teaching.
- Occasionally, staff are not consistent in the way that they manage children's behaviour so that children understand what is expected of them.
- Self-evaluation is not always effective in identifying key areas for improvement.
- Staff have a limited range of strategies to support children who find it difficult to settle at the playgroup.

It has the following strengths

- Staff support children's understanding of a healthy lifestyle. For example, they encourage them to think about how eating fruit and drinking milk during snack time helps them to grow strong.
- Staff are aware of the home languages of children who speak English as an additional language. They use this knowledge to encourage children's play and to communicate with parents about their child's learning and development.
- Staff plan exciting activities to help children learn about others in the wider world. For example, children enjoy learning about celebrations, such as Easter, Christmas and Diwali.

What the setting needs to do to improve further

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

	Due Date
■ develop the arrangements for the supervision staff to provide effective support to staff and address the inconsistencies in teaching	30/11/2017
■ manage children's behaviour consistently and help them to learn how to manage behaviour for themselves.	30/11/2017

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

- use self-evaluation more effectively to identify and target areas for improvement
- develop additional strategies to help children settle so that all children can successfully play and learn.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jane Millward

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has taken some steps to address the improvements identified at the last inspection. Arrangements to observe and assess children's learning are now in place. There is still further work to do to use this information to monitor the progress of different groups of children in order to identify any differences in achievement. The arrangements for safeguarding are effective. The manager ensures that staff keep their safeguarding knowledge up to date. Staff are aware of the steps to take if they have concerns about a child's welfare. Parents actively support the playgroup. They attend regular meetings to discuss their children's progress and join their children at celebration events.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. At times, children are enthusiastically engaged in learning. For example, outdoors, children make marks using large paintbrushes and water. They giggle as they stretch to write on the brick wall while they sing a song about letters and the sounds that they represent. At other times, particularly during adult-led large-group activities, some children become disinterested. Staff collect information from parents about what children know and can do when they start. They use this together with observations of children's learning and interests to plan for their next steps. However, sometimes planned activities are less successful because staff are required to support children who have not settled. Staff have improved their knowledge and understanding of how children develop their language and communication skills. They support children who speak English as an additional language to learn new words in English.

Personal development, behaviour and welfare require improvement

The key-person system supports effective partnership with parents. Staff care about the children and take time to find out about their interests when they speak to parents. Children are encouraged to follow rules and routines which help them to play safely. However, on occasion, staff do not help children to gain a better understanding about the consequences of unacceptable behaviour.

Outcomes for children require improvement

Children do not always make good progress across all areas of learning because staff do not consistently focus their teaching on individual needs and interests. Children develop their language and communication skills in their home language and English. They enjoy using new words. For example, they use the word 'juicy' at snack time. Generally children develop skills which will help them in the next stage of their learning, including nursery and school. Children follow daily routines and develop independence. They register their names at the start of the morning and learn to dress appropriately to play outdoors. Children enjoy singing and dancing together.

Setting details

Unique reference number	226861
Local authority	Leicester City
Inspection number	1080333
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 - 3
Total number of places	26
Number of children on roll	25
Name of registered person	Belgrave Playgroup Committee
Registered person unique reference number	RP522506
Date of previous inspection	8 December 2016
Telephone number	0116 2221004

Belgrave Playgroup registered in 1979. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until midday. The playgroup provides funded early education for two-, three- and four-year-old children.

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