

Belgrave Playgroup

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



Inspection date	27 September 2018
Previous inspection date	26 October 2017

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

Summary of key findings for parents

The provision is good

- The manager and staff have made many changes since the last inspection. The manager uses effective methods to monitor staff's practice and to support staff with their professional development. This means that teaching is consistently good.
- Children behave well. Staff are consistent in their approach to promote positive behaviour, such as sharing, taking turns and using good manners. In-house training helps staff to develop strategies to manage children's behaviour positively.
- Staff offer parents and children settling-in sessions when they first start and they visit children in their home. They find out important information about children's care and prior learning. This helps them to plan for children's good progress when they start. Children demonstrate that they are emotionally secure.
- The deputy manager monitors the progress made by individual and groups of children. This helps her to support staff in helping children to develop their speaking skills.
- Staff offer children an inviting range of toys and resources that children are keen to access. Children make choices in their play and enjoy playing alongside their friends, which helps to develop their social skills.

It is not yet outstanding because:

- Systems to enable parents to contribute to the self-evaluation of the playgroup are not embedded.
- Staff do not provide enough opportunities for children to develop their understanding of technology.

What the setting needs to do to improve further

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

- offer a wider range of ways for parents to provide their views of the playgroup to further enhance self-evaluation and secure continuous improvement
- provide more opportunities for children to extend their understanding of electronic equipment and technology to help raise outcomes for children to the highest level.

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 several parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the signs that may suggest a child is at significant risk of harm. They know where to report concerns about children's safety. Staff risk assess the indoor and outdoor environment prior to children arriving and remove any identified hazards. They help children to learn about how to keep themselves safe. For example, children join staff in fire evacuation procedures. Staff work well with parents. They share information with them about their children's levels of learning. Parents are invited to hold discussions with their children's key persons to discuss how they can further promote their children's learning at home. Staff work well with schools that children move on to help provide consistency in children's learning.

Quality of teaching, learning and assessment is good

Staff effectively observe and assess children's learning and use this to identify what children need to learn next. Parents are invited to sit with their children during group times when they arrive and to join in with singing activities that welcome everyone attending. This helps parents to see what children are learning and to be involved in their play. Staff support children well who speak English as an additional language. For example, they speak to children in their home language and encourage them to learn English. Staff provide opportunities for children to explore the sounds of a range of musical instruments. This helps children to learn about rhythm and beat. Staff talk to children to help them to develop an understanding of what tools and objects are used for. For example, when children use a toy lipstick on a doll's hair, staff show them how to use it correctly on lips. Outdoors, staff model how to spin a hoop around their bodies. Children follow simple instructions and try to copy staff.

Personal development, behaviour and welfare are good

Staff offer children healthy snacks. They sit with children to help their social skills during snack time. Children have opportunities to play with real food in the role-play area. They use knives to cut up lettuce and potatoes. This helps children to manage risks in their play. Staff help children to learn about their own and others' cultures. For example, they try different foods from around the world. Children are confident communicators and keen to talk to staff. Children show good levels of self-esteem and confidence. Staff display children's artwork. This helps them to have a sense of belonging.

Outcomes for children are good

Children make good progress and learn key skills in preparation for their move on to school. They develop their physical skills for example, when they go through a tunnel on their back, pushing their legs to make them move. Children join staff in moving their bodies to the sound of music. Children use paintbrushes and paint to make marks on paper. This helps them to develop their early writing skills. Children demonstrate their independence when they peel fruit for snack time and select resources to promote their interests.

Setting details

Unique reference number	226861
Local authority	Leicester
Inspection number	10077416
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	22
Name of registered person	Belgrave Playgroup Committee
Registered person unique reference number	RP522506
Date of previous inspection	26 October 2017
Telephone number	07852 918024

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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