

Inspection of Holsworthy Playgroup

Badock Gardens, Bodmin Street, HOLSWORTHY, Devon EX22 6BQ

Inspection date:

27 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff greet children and their families as they arrive outside this small, inclusive playgroup. Children build their independence as they hang their coats on their peg. They develop early literacy skills as they identify their name to self-register.

Children engage in a range of activities that staff prepare to promote their learning in a calm and supportive environment. For example, they play with toy vehicles, learning about the role of different emergency services. They develop early mathematical skills when sorting and counting fruits. Staff encourage children to sing a range of familiar rhymes and songs to promote their language skills.

Children spend time in the extensive outdoor area. Staff support children's understanding of the natural world. They help children to grow and harvest vegetables and talk about different trees as they collect fallen leaves. Staff extend children's vocabulary and introduce the word 'millipede' as children find insects while digging in the mud.

Staff help children to share toys fairly, and children behave well. Staff encourage children to build relationships through group activities. Children enjoy playing together and are developing friendships. Children learn about themselves and others as they create faces using play dough. They use mirrors to identify facial features and talk about the differences between themselves and their friends. Children are highly engaged in activities and have a positive attitude to their learning.

What does the early years setting do well and what does it need to do better?

- Staff form warm, trusting relationships with all children in their care. They are responsive to children's needs. They know the children well and organise a curriculum that nurtures their interests and builds on what they know and can do. Staff talk to children about their experiences at home, such as the foods they enjoy and trips to the zoo. Children demonstrate that they are happy and feel secure.
- Staff engage in children's independent play, creating opportunities to extend their learning. For example, staff help children to problem-solve as they roll balls down plastic tubes. They encourage children to explore the properties of light as children shine torches in the sensory playhouse. Children are involved in their play for long periods of time. They are keen to explore and find out about the world around them.
- Staff extend children's sentences and introduce new vocabulary. They give children time to respond to questions. Children are keen to communicate and are growing in confidence. Most children make good progress.

- Children demonstrate balance, control and coordination. They use the slide and see-saw with ease. They use wheeled toys confidently. Staff support children to manipulate play dough and to use different tools. Children's physical skills are developing well.
- Staff provide enriching experiences for children that help them learn about their local community. They plan visits to local shops, the library and the coast. During a trip to the local supermarket, staff teach children about road safety and to identify different foods. However, opportunities to support children's understanding of their own and other cultures and the wider world are not yet fully embedded.
- Parents are happy with the care and education offered by the playgroup. Staff work in close partnership with some families and with outside agencies in the best interests of children. However, this is not consistent for all parents. Not all parents know their child's key person, the playgroup's curriculum or their child's next steps. Parents and the provider do not therefore always work in close partnerships to support children's ongoing development.
- The provider evaluates the efficacy of the setting and the learning environment. For example, the provider has identified further training to support the committee members in carrying out their roles. Staff attend regular training and have the knowledge, skills and support they need to fulfil their duties successfully. Staff are happy, and they work effectively as a team.
- The provider failed to notify Ofsted of changes to members of the committee within the required timescale. However, Ofsted is now aware of the changes. There is no impact on children's safety because members of the committee are never on their own with children and they all have a Disclosure and Barring Service check in place.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide further opportunities for children to learn about their own and other cultures and the wider world
- improve partnerships with parents and provide them with information relating to their children's learning experiences and next steps to promote continuity of care.

Setting details

Unique reference number	106337
Local authority	Devon
Inspection number	10359750
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	16
Number of children on roll	24
Name of registered person	Holsworthy Playgroup Committee
Registered person unique reference number	RP909628
Telephone number	07817 486043
Date of previous inspection	7 December 2018

Information about this early years setting

Holsworthy Playgroup registered in 1992. It is located in Holsworthy, Devon. The playgroup employs six members of staff. Of these, all hold appropriate early years qualifications from level 2 to level 3. The playgroup opens from 9am to 3pm, each weekday, during term time. The playgroup offers government funded places.

Information about this inspection

Inspector

Rebecca Hayday

Inspection activities

- The co-manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation with the co-manager of a creative activity.
- Parents shared their views of the setting with the inspector, and these were taken into account by the inspector.
- Staff spoke to the inspector about children's learning and development, with a particular focus on individual children's progress and their next steps.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the co-manager about the leadership and management of the setting.

We carried out this inspection 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.

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