

# Inspection of Playmates Pre-School (Raunds)

Caretakers Bungalow, Windmill School, Windmill Lane, Raunds, Northamptonshire  
NN9 6LA

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Inspection date: 14 July 2022

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

### **The provision is good**

Children are happy and enjoy their time at this friendly pre-school. They settle quickly and engage well in activities of their choosing, showing a positive attitude towards their learning. Children develop their physical skills as they explore the well-resourced garden. They confidently jump on a trampoline, shouting to their friends, 'look at me!' Children enjoy splashing in water trays and learning how different objects float or sink. Staff encourage children to join in story telling as they lie in the shaded book corner in the garden. This supports children to develop their imagination, as well as their communication and language skills.

Children are friendly towards their friends, staff and visitors. They encourage visitors to join them as they explore potted plants, saying 'be careful, the leaves are spikey'. Staff teach children how to stay safe as they show them how to hold onto a rope swing safely so they don't fall off. Children react positively to staff as they are encouraged to share. Staff promote children's self-esteem as they offer them praise for their efforts when they proudly show them paintings they have completed. Staff are positive role models and encourage children to try things for themselves. For example, children are encouraged to peel their own oranges and pour their own drinks at snack, helping them to develop their independence. Children show their awareness of how they can stay healthy, as they state 'water is healthy'.

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

- Since the Covid-19 pandemic, staff report that some children need more help with their emotional development and communication and language skills. The management team reflected on their curriculum, focussing on supporting these areas of development. This allows staff to bridge any gaps in children's learning quickly. Staff observe children and use their interests to plan a variety of stimulating activities. For example, children enjoy exploring the textures and smells of flowers in water. They use their imagination as they pretend to make tea for their friends.
- Children with special educational needs and/or disabilities (SEND) and English as an additional language, are supported well. Staff use words such as 'mum' in their home language, alongside the English word, to support the children to develop their understanding. The management team use additional funding appropriately. Staff work alongside other professionals and assist children to reach targets identified on support plans. This enables all children to make good progress in their learning.
- Parents report they are happy with the pre-school, saying staff do a 'wonderful job'. Staff share what children are learning and advise parents on how they can carry this on at home, by giving advice on potty training, for example.

- Staff know their children well, and generally have good awareness of what they wish children to learn during activities. Staff encourage children to develop their mathematical skills by counting bricks during a key-group activity. Staff omit numbers to see if children realise. Children giggle, saying 'that's not right', as they realise staff miss out the number nine, shouting 'it's 10 next!' However, staff do not always further children's learning by extending activities and daily interactions, therefore enabling the children to build on what they already know and can do.
- Children enjoy looking at different animals they find in the garden, learning about nature and the world around them. For example, children found a grasshopper. Staff encourage them to think where they can safely place it in the garden. Staff take children on regular walks outside of the pre-school. This enables children to develop awareness of what is happening in their community.
- Overall, children behave well. Staff teach children about different emotions and feelings as they read stories during group time. Children develop their own system when it comes to turn taking. They count up to 21, with support from staff, and know that when they reach this number, they will share their toys. Staff react quickly and support children when they have minor disagreements. However, staff do not teach children how their feelings and behaviours can affect others.
- The management team help staff to develop their practice, as they provide feedback, observe practice, and complete supervisions. Staff report they feel supported by the management team. The pre-school has strong links with the school on their site. They use their facilities so children become familiar with them. This helps to prepare children for their next stage in learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident when it comes to knowing what signs and symptoms of abuse to look out for, enabling them to keep children safe from potential harm. Staff have good awareness of how children could be drawn into extremism, who they need to report this to, and the importance of recording their concerns. The management team understand their roles as designated safeguarding leads. They ensure all staff who work with children are suitable as they carry out suitability checks. The management team place strong emphasis on regular staff training, enabling them to keep their safeguarding knowledge up to date.

## **What does the setting need to do to improve?**

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

- support staff to further improve their interactions with children during planned activities and daily interactions to extend children's learning, building on what

they already know and can do

- build on behaviour strategies to help all children enhance their understanding of how their feelings and behaviours affect others.

## Setting details

<b>Unique reference number</b>	220279
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10198253
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Playmates Playgroup Committee
<b>Registered person unique reference number</b>	RP522102
<b>Telephone number</b>	01933 460111
<b>Date of previous inspection</b>	7 December 2015

## Information about this early years setting

Playmates Pre-School (Raunds) registered in 2000. The pre-school is based on a school site in Raunds, Northamptonshire. The pre-school employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 to 6. The pre-school opens Monday to Friday, all year round, closing for one week at Christmas, and bank holidays. Sessions are from 8am to 4.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie Vaughan Prosser

## Inspection activities

- This was the first routine inspection the pre-school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the management team and has taken this into account in their evaluation.
- The inspector and management team observed activities in the indoor and outdoor learning environments used by children. The management team talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they were doing during activities.
- Parents shared their views with the inspector during the inspection.
- The inspector carried out a joint observation on an activity with the manager.
- The inspector observed the quality of education being provided, and assessed the impact this was having on children's learning.
- The inspector spoke to members of the pre-school committee.
- The inspector observed the interactions between staff and children.
- A sample of relevant documentation was viewed by the inspector, including policies and procedures.

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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