

Inspection of Gingerbread Cottage Playgroup

c/o Launde Primary School, New Street, Oadby, Leicester LE2 4LJ

Inspection date:

22 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Leaders have not taken effective action since the last inspection to improve standards. Staff are kind and caring with children but do not provide a coherent, sequenced curriculum. As a result, children are not benefitting from purposeful activities to support their learning. For example, when staff discuss why they have chosen particular resources for children to use, they comment that construction blocks 'keep them busy'. Staff are not always able to describe what it is that children need to learn and how this links to the curriculum choices they make. Leaders have not implemented the significant changes needed to ensure effective oversight of staff's practice and children's learning.

Staff do, however, promote children's well-being successfully. They are kind and nurturing with children. Staff support children to settle into the routines of the setting well. They take time to provide cuddles for children who are feeling unsettled or who are new to the setting. This gives children growing confidence to explore the activities on offer. Staff provide effective support for children's behaviour. They encourage children to share with their friends and remind them to say 'please' and 'thank you'.

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

- Leaders have not ensured that all statutory requirements, to support children's development, are met for the second consecutive inspection. They do not provide effective coaching, support or training for staff. Although leaders have plans to implement supervision arrangements for staff, these are not currently in place. This means that staff are not receiving the oversight and guidance they need in order to understand how to improve their teaching. Where there are weaknesses in staff's practice, these are not addressed. This impacts directly on the quality of the teaching children receive.
- Partnerships with parents do not fully support children's learning. Although parents are overwhelmingly positive about the care that staff provide, they do not receive regular updates on the learning their child is gaining and how they can encourage this at home. As a result, parents are not fully informed about their child's progress.
- The curriculum is not planned and sequenced effectively. Staff are not always able to identify key milestones in children's development and their role in supporting these. For example, for children who have developing language skills, staff are not able to identify what they might need to learn next. Children are not provided with meaningful learning that is linked to their current stage of development.
- Children who may have special educational needs and/or disabilities (SEND) are not fully supported. Although staff are alert to any children who may have SEND,

they do not liaise effectively with parents or other professionals who may be involved in order to fully understand children's needs. This limits the effectiveness of the support staff can provide to children as they are not fully informed of their developmental needs.

- Staff provide effective support for children to learn about healthy lifestyles. Children have access to plentiful opportunities for fresh air and exercise. Staff talk to children about developing their muscles and eating healthily. This helps children to understand how to adopt positive practices for their ongoing health and physical development.
- Children's emotional well-being is considered carefully. Staff take time to get to know children's families and care practices before they start at the setting. This helps staff to understand why some children may require some additional emotional support.
- Staff support children to behave well. When children find the routines of the setting challenging, staff are patient and adopt a range of strategies to encourage children to understand the rules of the setting. Children are kind to each other and are enjoying their emerging friendships at the start of the term. Overall, staff's positive relationships with children help them to settle children into the setting effectively.

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?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that staff have the skills and understanding to support children with SEND by liaising with parents and other professionals to help them to make effective progress	21/10/2025
provide effective coaching, support and training to improve staff's knowledge and skills to raise the quality of teaching.	21/10/2025

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
devise and implement an effective curriculum and ensure that staff understand how to plan activities that build on what children already know and can do	07/11/2025
provide engaging and meaningful learning experiences that build on what children already know and can do	07/11/2025
share regular information with parents about their child's learning and how they can contribute to this at home.	07/11/2025

Setting details

Unique reference number	EY440542
Local authority	Leicestershire
Inspection number	10414247
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	30
Number of children on roll	17
Name of registered person	Gingerbread Cottage Playgroup Limited
Registered person unique reference number	RP907362
Telephone number	01162711970
Date of previous inspection	19 June 2025

Information about this early years setting

Gingerbread Cottage Playgroup registered in 1993 and re-registered in 2012. It is located in Oadby in Leicestershire. The playgroup employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, during term time only. Sessions are from 8.30am until 3.30pm. The playgroup provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Jude Simpson

Inspection activities

- The nominated individual and the inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 and the nominated individual carried out joint observations of group activities.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.

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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