

# Barnt Green Playgroup

Inspection report for early years provision

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205125

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28/03/2011

**Inspector**

Lisa Parkes

**Setting address**

Barnt Green Baptist Church, Bittell Road, Barnt Green,  
Birmingham, West Midlands, B45 8LT

**Telephone number**

0779 0017777

**Email**

**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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## **Description of the setting**

Barnt Green Playgroup opened in 1978. It operates from the main hall and a room within Barnt Green Baptist Church, Worcestershire. A maximum of 24 children may attend group at any one time. The provision is open from Monday to Thursday between the hours of 9.00am until 1.00pm, term time only. The final hour is an optional lunch club. There is a secure enclosed outside play area.

There are currently 28 children on roll. The setting is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The group employs seven practitioners, six of whom hold relevant childcare qualifications and one who is currently working towards Early Years Professional Status. The setting receives support from the Early Years Development and Childcare Partnership and teacher mentor from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are provided with high levels of care and make good progress in their learning and development. The needs of all children are skilfully accommodated and their welfare is consistently promoted. Partnerships with parents are exceptional, and the setting is in the process of opening up further opportunities for them to share what they know about their child to further enhance children's learning and development. The manager demonstrates a very positive approach towards continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- open up further opportunities for parents to contribute to their child's learning and development record.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded as practitioners know and fully understand child protection issues and procedures. There is a named practitioner responsible for safeguarding children issues, and all other practitioners have undertaken relevant training. Robust employment procedures are in place and staff ratios are met at all times. All policies and procedures required for the safe and efficient management of the provision are maintained. Practitioners conduct thorough risk assessments and regular safety checks, and all members of staff are responsible for managing and eliminating risks. Children play and learn in a safe, secure and

supportive environment and benefit from high levels of supervision and individual attention.

The setting demonstrates a strong commitment to raising standards, and an action plan has been devised and implemented. As a result, clear steps are taken to promote outcomes for children. The manager promotes a whole team approach and practitioners are enthusiastic, friendly and welcoming. Training needs are prioritised to ensure that improvement is progressive. Children benefit as practitioners work as a happy, close team, and morale is high. Practitioners are well-deployed and they make creative use of space within the provision. Resources are managed and used effectively and are easily accessible to children.

Children are helped to understand differences in society and they learn about a variety of festivals and celebrations. To enhance their experiences, children learn simple sign language, look at flags and learn popular words in different languages. As a result, children develop a positive sense of identity. Practice is inclusive and children's individual learning needs are met. Children benefit from continuity of care as the setting works in partnership with parents and others, for example, information about children's progress is shared during formal meetings. Parents receive good quality information about the provision. A written information pack is supplied to new and prospective parents, and interesting information is available in the foyer. Parents are actively encouraged to become involved in their child's learning and development and a sheet entitled 'Activities at Home' is attached to the parents' notice board.

Plans for the future are targeted to bring about further improvement to the provision and outcomes for children. The manager is enthusiastic about her role and dedicates time for getting to know children and their families. She demonstrates commitment to reviewing and adjusting plans in the light of changing circumstances. Practitioners hold high aspirations for the quality of the service provided and enjoy regular opportunities to reflect on their practice, for example, during team meetings. Practitioners are skilled at offering explanations and encouraging children's independence. As a result, children help themselves to snacks and tidy away their toys. Practitioners are very knowledgeable about the children in their care and intuitive of their personal needs. They are passionate about their roles and display a positive approach towards continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Practitioners demonstrate strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Practitioners are very well deployed to support children's learning and welfare, and they are skilled at promoting positive attitudes to learning. Effective planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a good balance of adult led and child initiated activities and the routine is flexible to enable them to pursue their own interests. Children make good progress in their learning and development. Practitioners are currently reviewing systems to enable parents to routinely add their own

observations to children's Learning Journeys. This will help them contribute to improvements in their child's achievement.

Children demonstrate an exceptional understanding of healthy lifestyles through the inspiring Busy Feet programme. They follow stringent personal hygiene routines and enjoy ample opportunities to engage in physical activities. Children display an extremely positive attitude towards healthy eating. To extend their interest in food, children participate in fun activities such as making vegetable coleslaw. Topic-based based activities such as making compost and growing bulbs are implemented to enable children to learn about the world around them. Practitioners consistently consider new and innovative ways to promote children's interest in the environment such as actively involving them in recycling. Children are active and benefit from lots of fresh air and exercise. They display a wonderful sense of belonging which contributes very positively towards their health and well-being.

Children develop a strong sense of how to stay safe within the setting. They learn about safety issues such as using apparatus sensibly, moving around carefully and using scissors safely. In addition, they engage in activities which encourage them to take manageable risks in their play, for example, using knives to spread margarine and to chop vegetables. Children learn about road safety and their learning is consolidated through visits from the local police. An emergency evacuation procedure is in place and this is routinely rehearsed with the children. Children are supported to make choices and subsequently feel some control over their day. They behave very well and gain a lovely sense of responsibility. Close relationships are observed and children receive warm, responsive care within a safe, supportive environment.

Children enjoy their learning and engage in a range of motivating learning experiences. The current theme is spring and children eagerly hunt for eggs, learn new vocabulary as they explore the parts of a daffodil, and butter Hot Cross Buns. Children are introduced to Irish Dancing, find out about the features of living things as they learn about chicks hatching, and happily mix colours. Art and craft is popular, and children make Mother's Day gifts, design necklaces using pasta, and create Easter baskets. Children listen with enjoyment to stories, songs and poems, and they have fun as they hop like rabbits and play Toddler Rugby. Children have super opportunities to enjoy their learning and achieve well, feel safe, learn to lead healthy lifestyles, make a positive contribution and develop their skills for the future. Attendance is very enjoyable and children thrive.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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