

Selly Wick Preschool Playgroup

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Selly Wick Preschool Playgroup opened in 1966. The setting re-opened in 2010 when it changed from a registered charity to a registered company with charitable status, and the general manager reports to the volunteer directors. It operates from two rooms in a community building in Selly Oak, Birmingham. The playgroup serves the local area. There is a fully enclosed play area available for outdoor play. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The provision is registered by Ofsted on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 41 children on roll, all of whom are within the Early Years Foundation Stage. Children are able to receive funding for nursery education. The group opens five days a week during school term times. Opening times are Monday to Thursday from 9.15am until 2.45pm and Friday from 9.15am until 12.15pm. Children are able to attend for a variety of sessions.

There are nine members of staff employed at the setting, all of whom hold appropriate early years qualifications. A member of staff has Qualified Teacher Status. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this friendly and calm setting where they make good progress in their learning and development. All children benefit from good levels of care because the committed staff team ensure all children are safe, achieve well and are fully included in all activities. Effective partnership working helps to support inclusive practice and promote children's welfare. The setting is aware of their strengths and areas for improvement. Plans for the future are developing well through the use of self-evaluation, which includes realistic improvement targets.

What steps need to be taken to improve provision further?

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

- evaluate the planning and assessment system to ensure that information gained from observations is used to plan the next steps in individual children's learning
- enhance the opportunities for children to fully participate and utilise equipment to promote their technology skills and explore creative materials in a spontaneous way to help them represent their own ideas
- review procedures to ensure all adults connected with the provision are aware of declaring any information which may affect their suitability to work

with children.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected because there is a strong emphasis on safeguarding, with policies and procedures clearly understood by staff and designated individuals. Vetting procedures for all staff include evidence of Criminal Records Bureau checks being completed. However, there is currently no system in place to review staff's ongoing suitability to ensure this remains so. Staff demonstrate a high level of commitment to promoting children's safety; they conduct risk assessments and take positive action to minimise risks to children. All the required policies and procedures for the safe and efficient management of the provision are in place and shared with parents.

This is an inclusive setting where all children are valued and staff have a good knowledge of each child's background and needs. They make the most of diversity to help children understand the society they live in. Children engage in a wide range of activities and experiences to help support this. While the setting is not currently caring for any children who have special educational needs and/or disabilities, staff understand the importance of working closely with outside professionals to support children's welfare and development.

Children benefit from attending this very welcoming setting. The environment is conducive to learning and well equipped. The quality of the environment and the effective use of space within the provision results in all children enjoying and achieving well. Resources are accessible that cover all aspects of learning, both indoors and outside. However, there is some scope for enhancing children's access to resources that support their understanding of technology, and enabling them to explore creative materials in a spontaneous way to help them represent their own ideas.

There are effective partnerships with parents, carers, other agencies and providers. Information is shared on a regular basis and this helps to promote children's achievement and well-being. Parents are invited into the setting to take part in 'inspire' workshops with their child, and this helps them to understand how the setting operates and the activities their children will take part in. Parents appreciate the newsletters they receive and the opportunity to talk to staff at arrival and collection times. They are kept well informed about their child's achievement and well-being. Parents speak very highly of the setting, feeling that it is welcoming, staff are friendly and caring, and they recognise what the setting achieves for their children.

Staff work well as a team and are focused on helping all children make good progress in their learning and development, and promoting their welfare. Self-evaluation is used to identify strengths and areas for development, and the setting makes use of findings from other quality checks. As a result, targets are realistic, achievable and designed to further promote outcomes for children.

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

Children arrive confidently at the playgroup, where they make good progress in their learning and development. Staff demonstrate a good understanding of how children learn through play. A key person system helps to ensure children develop a trusting relationship with a member of staff who oversees their care, learning and development. Staff provide good opportunities for free-flow play indoors and outside, which children thoroughly enjoy. Children's starting points are recorded following initial discussions with parents. Children's progress is recorded and this is reflected in individual learning journey folders, which are regularly shared with parents. Staff observe children during play and take into account their play preferences and expressed interests when considering future planning. A new system of planning and assessment has recently been introduced at the setting and staff have yet to evaluate the benefits of the new arrangements. Consequently, it is not clear how the information gained from observations is used to plan activities that are tailored to meet the needs and abilities of individual children.

Children's personal, social and emotional development is strength of the setting. Staff place a strong emphasis on developing children's confidence, self-esteem and sense of belonging. Children show they are familiar with the routine as they hang up their coats and put their lunch boxes and drinking bottles away. They are helped to develop good social skills and a positive disposition to learn. Children's language and communication skills are promoted well as staff interact with children at their level and listen carefully to what they say. They enjoy listening to stories, singing action songs and spending time sitting in the comfy book area looking at their favorite books. Name cards are used at snack time to help children to recognise their own name and get to know the names of the other children in the group. There are many opportunities for children to develop their mark making skills. They use paints, chalks and marker pens, enjoy drawing pictures of their family, and proudly show how they can write some numbers and letters. Children's understanding of numbers and problem solving is fostered well. They use a good range of resources to create patterns and explore sequences, and they confidently count, sort, compare and match by colour and size as they play. Children develop their imagination well while playing with large vehicles, construction toys and dinosaurs, and in the well-resourced role play area. During outdoor play, children become totally absorbed in activities which help develop their problem solving skills. They are fascinated as they watch balls roll down sections of plastic guttering and try to work out how they can balance the ball on one level. Children enjoy playing outdoors with the freedom to explore, make up their own games, ride bikes and play in sand and water. The 'trim trail' area very effectively supports children in developing climbing and balancing skills. They are provided with experiences which help them to understanding about living and growing things. For example, they can explore the nature area using magnifying glasses and enjoy picking the tomatoes they have grown. Overall, children are developing good skills to support their future learning.

Children's specific health, dietary and individual needs are well documented and

understood by staff. Effective systems are in place to support children's welfare needs, including documents to record the administration of medication and accident records. Children display a strong sense of belonging and security within the setting. They are confident and build good relationships with both staff and their peers. They show that they feel safe and approach staff for cuddles and reassurance. Children's behaviour is good and they are beginning to show an awareness of responsibility in the setting. Staff encourage children to understand the need for some simple rules as they give children gentle reminders and talk to children about sharing and taking turns. Children receive praise and encouragement for their achievements and this helps boost their confidence. They adopt good personal hygiene routines, and healthy eating is the focus at snack time. Children bring their own drinks into the setting and a water dispenser is easily accessible to them throughout the session.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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