

# Park Hall Playgroup

Park Hall Playgroup, Falmouth Road, WALSALL, WS5 3EZ

## Inspection date

09/11/2012

Previous inspection date

27/06/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children are settled and happy in the setting, exhibiting a strong sense of security. Their individual needs are well met due to careful observation, assessment and tracking procedures.
- Staff promote children's care and hygiene practices well. They encourage children to talk about and choose healthy options at snack time and support children to become independent in their hygiene and care needs.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence. Staff support every child so that no group or individual is disadvantaged. Consequently, children learn to respect and accept each other's differences.
- There are effective systems in place to identify the strengths and weaknesses of the provision to enable the setting to move forward and sustain progress.

### It is not yet outstanding because

- The outdoor area lacks sufficient challenge to support children's physical development, for example, opportunities to climb, balance and jump.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector also took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector held meetings with the manager and a line manager from the organisation.
- The inspector discussed children's progress with their key workers and observed activities in the main play area and the outdoor play area.

### Inspector

Patricia Dawes

## Full Report

### Information about the setting

Park Hall Playgroup was re-registered in 2010 on the Early Years Register. It is situated close to a primary school in Walsall, West Midlands and is managed by Park Hall Community Association. The playgroup serves the local and surrounding areas and is accessible to all children. It operates from a mobile classroom and there is a fully enclosed area available for outdoor play.

The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 6 and the manager has Qualified Teacher Status. The playgroup opens Monday to Friday during term time only. Sessions are from 9.30am until 12.30pm. Children attend for a variety of sessions. There are currently 16 children on roll who are within the early years age group. The setting provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- develop the outdoor area to provide more opportunities to support children's physical development and provide challenge, for example, by increasing the range of resources which will offer balancing, climbing and jumping experiences.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children hurry eagerly into the setting to enjoy the range of toys and resources which staff have prepared for them. The indoor area is well resourced and arranged into specific areas of learning with low, labelled storage to enable children to access the equipment with ease. They especially like the water trays where they splash around and fill and empty containers or the role play area where they sit engrossed placing all the furniture and characters in their respective rooms. They pretend to iron clothing in the home corner or cook a dinner of their favourite foods. Children's language and communication skills are developing well. Staff sensitively support children through unobtrusive questioning as they make patterns with the glittery play dough, build tall towers or complete a shape sorter puzzle. They join in energetically with their favourite music discs, creeping like tigers, stomping like elephants, jumping like kangaroos or snapping like crocodiles. Children play cooperatively with their peers and are learning to share and take turns. They are developing their own self-awareness and belonging as they find their photograph to self-register or look at photographs of their family members on the 'all about me' board.

Planning and assessment is in place and is currently being updated to reflect the revised Early Years Foundation Stage. Staff have a good awareness of the Statutory Framework for the Early Years Foundation Stage and are confidently using this to enhance children's learning and development. Planning shows the next steps for each child as staff identify their key children's individual development and progress needs. This means that children's individual learning is fully promoted. Children have learning journeys with snapshot

observations and examples of their work, such as pictures they have drawn. Some parents are involved in their children's learning, both at home and in the setting. Staff encourage parents to use the book bags and 'Bart' the bear and his diary to support their children's learning at home.

### **The contribution of the early years provision to the well-being of children**

Children's health and well-being are supported well. Staff provide children with healthy snacks of fruit and talk to them about the importance of eating a healthy diet. Fresh drinking water is available at all times and children independently help themselves when they are thirsty. Children enjoy time spent outside where they dig in the sand, roll stones down the guttering that staff have placed outdoors or chalk on the floor tiles. The outdoor area is well equipped with items such as water and sand trays, a drawing area for promoting early mark-making skills and a growing area with plants in pots and tyres. Children have opportunities to be active on bikes, trikes and scooters and they particularly like to run down the ramp outdoors. However, there is no provision for children to access larger equipment and resources to promote large muscle skills, such as climbing, balancing and jumping. As a result, some children's physical development is potentially hindered.

Behaviour is good and children learn to share and take turns. Positive reinforcement is promoted and systems, such as the use of stickers, promote children's self-esteem. Staff offer praise, encouragement and support for every achievement no matter how small. A key person system is in place which helps children to form secure emotional bonds with staff and to settle well at the setting. Staff support children effectively to make choices during their day about where and with what they want to play. Consequently, the attentive staff provide appropriate support to prepare children for their next steps in learning and transition to school.

The premises are safe and secure. Staff are able to identify and minimise any potential hazards through the use of ongoing risk assessments, such as developing a new risk assessment to ensure the safe arrival and departure of children. Staff teach children how to use equipment safely and they have developed simple rules for when walking to and playing in the outdoor area.

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

Children are safeguarded well. The manager has a comprehensive awareness of child protection procedures and has attended additional training to enhance her good practice. All staff are aware of their roles and responsibilities in protecting the children in their care. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. Weekly staff meetings help to ensure care and learning needs for children are consistently managed. Appraisals are used to identify any areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training.

Partnership with parents is good. They are valued and their views are sought and acted upon. Information is shared with them verbally on a daily basis. Parents are happy with the setting and comments received are very positive. They say that staff are supportive, caring and provide help and advice.

The manager is able to identify the strengths and weaknesses of the setting. She has developed the use of action plans to enable her to implement the changes necessary to sustain improvement. Equality of opportunity is promoted and all children are welcome in the setting. Staff support every child so that no group or individual is disadvantaged. Consequently, children learn to respect and accept each other's differences. Systems are in place to work in partnerships with other professionals to ensure that children receive and additional support they may need. Resources which include the bi-lingual staff group in the setting are used well to promote positive images of diversity and help children to learn about the wider world and value differences. This was a key feature commented on by parents.

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY408126
<b>Local authority</b>	Walsall
<b>Inspection number</b>	879599
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Park Hall Community Association
<b>Date of previous inspection</b>	27/06/2011
<b>Telephone number</b>	01922 628 627

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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