

# Brownshore Preschool Playgroup

Brownshore Community Centre, Hobnock Road, Essington, WOLVERHAMPTON, West Midlands, WV11 2RF

## Inspection date

11/09/2013

Previous inspection date

21/04/2010

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- The setting has failed to meet the requirements of the Statutory framework for the Early Years Foundation Stage in full, with regard to notifying Ofsted of changes to the persons, including the management committee and their suitability, who are responsible for the early years provision. This compromises children's safety and well-being.
- Educational programmes do not have enough depth or breadth to provide regular and precise observations of children's learning. Some staff have a poor knowledge of the prime and specific areas of learning, resulting in weak practice that does not support children's learning effectively.
- Some staff have not attended child protection training, so that they have a poor understanding of safeguarding issues. Essential details, such as who has parental responsibility for children and policies for safe and effective management, including the safeguarding policy, are not in line with Early Years Foundation Stage requirements or shared with parents and carers.
- Children's reading skills are not fully supported, as the space in the book area is not organised effectively as a place where children and adults can enjoy books together.

### It has the following strengths

- The resources are organised appropriately and warm relationships are formed between staff and children. The new manager has a secure knowledge of the Statutory framework for the Early Years Foundation Stage requirements, and she is determined to make rapid progress through her effective self-evaluation procedure.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the play rooms and in the outdoor play area.
- The inspector held a meeting with the committee members and the manager of the provision.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Jasvinder Kaur

## **Full Report**

### **Information about the setting**

Brownshore Preschool Playgroup opened in 1992 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from premises at the rear of Brownshore Community Centre. All children share access to an enclosed outdoor play area. The group serves the local area.

There are currently 23 children aged two- and three-years-old on roll. The playgroup is open each weekday during school term-time. The sessions are from 9am to 12 noon Monday to Friday and 12 noon until 3pm, Wednesdays and Thursdays. Children attend for a variety of sessions. The playgroup currently supports children with special educational needs and/or disabilities.

The playgroup employs three members of staff. Of these, two members of staff hold appropriate qualifications at level 3 in early years and one member of staff is working towards a level 3 qualification in early years. The setting receives support from the local authority and is accredited by the Pre-School Learning Alliance.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that the educational programme has depth and breadth by completing regular and precise observations of children across all seven areas of learning, and ensure that staff have the appropriate skills and knowledge to recognise all the areas of learning
- train all staff in understanding the safeguarding policy and procedure, and ensure that they have up-to-date knowledge of safeguarding issues in order to protect children
- ensure all required policies for safe and effective management, including the safeguarding policy, are in line with Early Years Foundation Stage requirements and are shared with parents and carers
- maintain records of the information used to assess the suitability of committee members to demonstrate to Ofsted that checks have been done, including the unique reference numbers of Disclosure & Barring Service checks obtained and the date on which they were obtained
- obtain information from parents about who has parental responsibility for their child, in order to promote their safety.

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

- support children's literacy skills further by organising the space effectively in the book area as a place where children and adults can enjoy books together.

**Inspection judgements**

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

Children make inadequate progress within the Early Years Foundation Stage because staff are unclear about the learning and development requirements. The system of planning and observation of children's learning is not fully implemented or understood by all staff. Thus, staff do not effectively observe and assess children's progress in order to recognise and understand their needs, and plan tailored activities. Consequently, learning and development and assessment requirements are not met. Parents, generally, contribute to initial assessments of their children's starting points and are kept suitably informed about their children's achievements and development through regular feedback.

Despite the above shortcomings, staff remain enthusiastic with the support of an experienced and skilled manager, and provide a variety of activities for children. Staff enjoy children's company and spend much of their time playing alongside the children. Thus, children talk freely with peers, staff and visitors. Staff, generally, encourage children in the use of language, to share their experiences and thoughts. However, the space in the reading area is not organised effectively as a place where children and adults can enjoy books together. Consequently, children lose interest and leave the group without listening to the stories. This means children's communication skills are not supported effectively.

Staff create a welcoming environment for children. Before children arrive, staff set out all the playrooms with a variety of toys and equipment that are suitable for the age range of the children attending. Children show interest in the toys available and select resources with confidence. An adequate range of sensory experiences is provided to support children's talents, including paint, gloop, sand, water, play dough and hand printing. Suitable resources, including electronic toys, give children some opportunities to develop their understanding of how technology can help them in their everyday lives. First-hand experiences, such as growing herbs, observing the weather and learning about birds and animals, enhance children's knowledge of the natural world. Children demonstrate a developing understanding of number and shape through daily routines, flash cards and large jigsaws. They exploit their simple calculation skills while counting grapes and pieces of melon at snack times.

The regular celebration of a variety of religious festivals provides a base for children to learn about their own and other cultures. For example, in relation to festivals, children dress in a variety of traditional costumes, listen to music, make craft items and taste various foods.

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

Children's personal, social and emotional development is fostered appropriately and, therefore, children are happy and confident. The staff welcome all children into a warm and caring environment. An adequate key person system and a settling-in policy help children to feel comfortable and to form secure attachments with adults. Key persons work closely with parents to ensure all relevant details about children's care needs are known and met. Children make a positive contribution to the setting, as they take part in the activities they choose. They help the staff with small tasks, such as choosing favourite songs at circle times and tidying up toys. Staff demonstrate an adequate understanding of providing appropriate support to prepare children for transition to older groups, both within the setting and in other settings, through talking, reading relevant stories and liaising with schools.

Staff arrange activities to support children's social skills. This includes talking about feelings, such as sadness or happiness. Consequently, children are helped to be well behaved and form positive relationships with adults and peers. They happily play with, or alongside, other children, and readily share and take turns. They become familiar with the

routines, and most spontaneously go to the bathroom to wash their hands and sit at the table at snack times. They have a suitable awareness of right and wrong, responding positively to guidance from staff. They learn how to keep themselves safe through daily routines, some arranged activities and simple rules, which they are reminded of during play.

Children's health is a priority, as staff emphasise the benefits of outdoor play and indoor physical activities on a daily basis. There are sufficient indoor and outdoor resources for children to develop their physical skills. These include a soft play area, construction toys, hoops, bikes and balls. Both children and staff enjoy taking part in races and playing with a soft ball. Children develop self-care skills, for example, putting on their own jackets before going out in the garden, attending to toileting needs and making healthy choices at snack times. Staff support children appropriately, so they understand the importance of basic personal hygiene. They all wash their hands before they eat and after using the toilet.

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

Arrangements for children's education, safety and well-being within the provision are inadequate. The inspection took place following notification of concerns relating to the changes in the management and the committee, the educational programme and the general suitability of the provision.

The inspection found that the playgroup fails to meet the educational, safeguarding and welfare requirements of the Early Years Foundation Stage. This consists of failing to notify Ofsted of changes to the persons, including the management committee, who are responsible for the early years provision. This is a breach of requirements on both registers. The educational programme does not provide adequate challenges for children or match all children's needs, and the system for monitoring children's progress is ineffective. The strategies for engaging with parents are weak, as the essential policies and procedures are not shared with them. All of these aspects seriously compromise children's education, safety and well-being.

The setting currently fails to meet a number of Early Years Foundation Stage requirements in full, directly due, in part, to the unforeseen departure of a previous manager. The committee has recently appointed a new manager, who is keen to make improvements through implementing a robust system to monitor and evaluate the setting's practice. Evaluation of the setting includes listening carefully to the views of children, parents, committee members and staff, and ongoing support from the local authority. The manager has identified priorities and had already drawn up a clear action plan to overcome the weaknesses and improve the service for children.

The manager has a clear understanding of safeguarding children in relation to child protection issues. She has attended relevant training on safeguarding and is aware of the responsibility to report any concerns to the Local Safeguarding Children Board. The

management team, including committee members, are very familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. However, some staff have not yet been offered child protection training, so that they have a poor understanding of safeguarding issues. Moreover, the policies and procedures, including the child protection policy, are not shared with parents and have not been updated in line with the current requirements for safeguarding children. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have completed appropriate checks. However, records are not maintained of the information used to assess the suitability of the committee members in order to demonstrate to Ofsted that checks have been done. All of these aspects seriously compromise children's safety. Through risk assessments and daily safety checks, the staff take practical steps to eliminate hazards both indoors and outdoors.

Parents and carers are warmly welcomed, and those spoken to on the day report they are happy with the service provided, as it is friendly and their children enjoy attending. They further explain that, since the new manager has been appointed, there have been some positive changes and the environment is calmer. Most records of children are suitably maintained. However, staff do not obtain essential information about who has parental responsibility for any child. This means children's safety is not fully promoted. Staff discuss children's progress with parents, and information is conveyed through daily verbal communication. Through regular meetings, self-evaluation and staff appraisals, the manager has identified some training needs of the staff and is currently seeking support from the local authority. All staff have attended some training courses, including paediatric first aid and food hygiene.

The setting's association with the area Special Educational Needs Coordinator and other professionals allows staff to seek advice to ensure children get the support they need. This means children with special educational needs and/or disabilities make progress from their starting points. The partnership with other providers is effective in respect of promoting children's learning and well-being. The manager arranges meetings with local school staff to discuss individual children in order to fully promote continuity and progression as children move on

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from

abuse or neglect (compulsory part of the Childcare Register)

- inform Ofsted of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (voluntary part of the Childcare Register).



## 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 action. 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>	218105
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	935115
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Brownshore Pre-School Playgroup Committee
<b>Date of previous inspection</b>	21/04/2010
<b>Telephone number</b>	07760846455 01922 403255

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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, which are usually the childminder's 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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