

Pop Ins Playgroup

Cape Hill and Windmill Children's Centre, Corbett Street, SMETHWICK, B66 3PX

Inspection date

Previous inspection date

13/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|----------------------------------------------------------------------------------------|---|
| 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

- Staff provide interesting and challenging experiences that meet the needs of children. The practice is based on a secure knowledge and understanding of how to implement the Early Years Foundation Stage.
- The setting is very committed to working in partnership with parents, external agencies, organisations and professionals to promote the learning and well-being of the children attending.
- Children are happy and confident at the setting. Staff are actively involved in children's play through positive interaction, praise and encouragement throughout the session.
- Staff have a clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times.

It is not yet outstanding because

- There is scope to enhance the good progress made in communication and language through extending opportunities for children to develop and use their home language in play and learning.
- Opportunities for children to advance their knowledge of mathematics have not been fully embraced through providing sufficient challenges, particularly in respect of number and size comparison.

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 compulsory part 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 main play room.
- The inspector held a meeting with the managers of the setting.
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

Pop Ins Playgroup was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated at the Cape Hill and Windmill Children's Centre, in Smethwick, Birmingham. It operates from one main room in the children's centre. There is an enclosed area available for outdoor play. The playgroup serves the local area and is accessible to all children.

There are currently 20 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It is open from Monday to Friday, term time only from 12.30pm to 3.30pm. The playgroup supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

There are five members of staff who work with the children, all of whom hold appropriate early years qualifications at level 3, including one member of staff with Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance children's strong communication skills further by extending opportunities for children to develop and use their home language in play and learning
- enrich children's mathematical knowledge, particularly in respect of numbers and comparing different sizes through play.

Inspection judgements

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

Staff have a good understanding of how to effectively implement the Early Years Foundation Stage. The key persons know their children well and plan for their individual development. Parents are fully involved in the progress check at age two. All staff contribute to planning purposeful play and a good balance of adult-led and child-initiated activities. Staff's good skills in identifying next steps in learning ensure that individuals' interests, capabilities and ages are taken into account in the planning of activities. The assessment and tracking system is very effective, as the colour coding shows clearly and promptly any gaps in a child's progress. This means that, where necessary, timely intervention can be sought and planned for with other professionals and agencies to ensure that no child gets left behind. This also helps staff to provide good support in

preparing children for the move into the care of other providers. Parents contribute to initial assessments of their children's starting points, and two-way daily exchanges with regard to children's routines and development ensure their needs are met successfully.

Overall, children's learning and competence in communicating is well supported. Staff extend their vocabulary by sharing their thoughts and experiences throughout the session. For example, while they make face masks they talk about the colour of their own skin, hair and eyes. They talk to peers and adults during role play saying, for instance, that they are making pizzas and biscuits. Staff use a variety of systems for promoting communication, and some speak more than one language to support children who speak English as an additional language. This is effective for children where the need for additional support has been identified. However, there is scope to extend the use of such strategies further to enhance all children's communication, especially those who speak Kurdish and Polish, by extending opportunities to develop and use their home language in play and learning. Staff provide a wide range of resources for children to build secure foundations for early literacy through having good opportunities to make marks, to use their phonic knowledge for linking sounds and letters and to recognise their own written names. Children use imagination and express thoughts whilst using an extensive range of art materials to develop their creative skills. They produce their own artwork alongside more structured art activities for the purposes of themed pieces or a wall display, including masks and hats made with leaves. A range of sensory experiences, for instance hand and foot printing, and using pasta, gloop, shredded papers, natural materials, water and sand, boosts children's talents. Children also have access to a variety of musical instruments and a sensory room.

Staff provide good opportunities for children to develop their understanding of shape, space and weight through daily routines and relevant activities, such as baking cakes and biscuits. However, staff do not always extend children's learning by taking advantage of opportunities to offer sufficient challenges to further children's thinking in respect of numbers and comparing different sizes. Staff provide an ample selection of resources and opportunities for children to familiarise themselves with information and communication technology, including a variety of electronic toys. First-hand experiences, such as, growing strawberries, collecting leaves and observing the weather, birds and animals, enhance children's knowledge of the natural world. This is further promoted by bug hunting, observing spiders very closely and discussing where they live and what they eat. Staff encourage positive, open discussion about people's similarities and differences, and children take part in a range of cultural festivals throughout the year. An extensive selection of materials is available depicting positive images of diversity to help children understand and respect the values of others.

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

Children's personal, social and emotional development is nurtured through everyday routines and activities. They have lots of fun and thoroughly enjoy themselves as they explore and investigate. Due to the group being small and having a good adult to child ratio, children interact well with staff, who spend time talking to and playing with them to promote their wellbeing. An effective key person system means that children establish

warm, trusting and relaxed relationships with staff and peers. A commendable settling-in policy and home visits to new starters help staff to know the children, their families and their home environment in order to meet their individual learning needs. Therefore, all children, including new arrivals, settle in well and feel secure. Staff provide good support to prepare children for the move on to older groups, both within the playgroup and in other settings. They liaise with local schools for a smooth transition and provide opportunities for two-year-olds to mingle with the pre-school children within the setting.

Children's health and well-being is a priority, as staff emphasise the benefits of outdoor play and indoor physical activities on a daily basis. Access to the outdoor play and an indoor soft play area provides a balanced and broad range of opportunities to enhance children's physical skills. Children show increasing control in handling tools, objects, construction sets and malleable materials. Children gain independence as they attend to their own personal care and hygiene needs. They understand the reasons why such routines help to keep them fit and healthy, talking about the foods they eat and the exercise they get every day. Snacks are planned with great attention to nutrition and acknowledging individual children's specific dietary needs and preferences. All children enjoy their snacks in the social atmosphere offered by staff.

Good organisation of equipment and toys supports inclusive practice and enables children to use the resources imaginatively and follow their natural curiosity as learners. Consequently, children play happily in a friendly environment, taking part in activities they choose independently. They are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised, and their efforts are well acknowledged by staff. Where children may show some challenging reactions, staff work very closely with parents to ensure that a consistent and positive approach is provided to support children. Children are familiar with the daily routines and look forward, after tidy up time, to sitting on the carpet and joining in singing and story sessions. They learn how to keep themselves safe through staff guidance, such as, using tools like scissors safely or discussing the risks of throwing toys and objects.

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

Safeguarding arrangements are secure, as all staff fully understand their roles and responsibilities in child protection matters. They attend relevant training and engage in reviews during team meetings to ensure this information is well embedded. Policies and procedures fully explain the setting's duty of care to act in children's best interests at all times. Staff are fully aware of the procedures the setting would follow in the event of any allegations or complaints made against them. The manager follows procedures in line with the Local Safeguarding Children Board and is fully aware of the need to inform Ofsted of any relevant incidents as part of the legally required duties and responsibilities. Systematic recruitment and vetting procedures, including the successful induction of new staff, students and volunteers help ensure that children are safe. The security of the premises throughout is well maintained. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. Additional information, such as accident records, is also used to identify possible areas of risk. All staff are well aware of health and safety

regulations through induction and relevant training.

The management and staff are committed to improving the quality and standard of education and care through continuous self-evaluation. This includes listening carefully to the views of children and parents. Consequently, planning of activities and assessment of children are consistent and precise and display an accurate understanding of all children's abilities and progress. Staff are supported successfully in their professional development by the strong coaching, mentoring and monitoring of practice by the managers and other professionals from the children's centre. On-going training and support from the management and from the local authority help all staff to improve their knowledge, understanding and practice. There is a clear improvement plan to improve the quality and standard of education and care. Policies and procedures are under continual review and the required documentation is effectively maintained.

The partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. The setting has strong links with the local community, including schools, nurseries, children's centres and other professionals. Good working partnerships between the other settings ensure that children integrate well into a new environment and the transition is smooth. The setting's association with the health visitors, speech therapists and the area Special Educational Needs Co-ordinator (SENCO) allows them to seek advice in order to ensure children get the support they need. The active involvement of parents is encouraged through an open-door policy to convey their views and preferences as and when they wish. Staff lend out books so that parents can be actively involved and can extend children's learning at home. They are kept well informed about their children's achievements and development through regular verbal feedback and parents' evenings. Parents speak highly of the service and regard the setting as 'fantastic' and the environment as 'warm and welcoming'. They describe the staff as 'very friendly, supportive and approachable'. They appreciate how well staff help their children settle in when they first join the setting, follow up their starting points and adapt practice to meet individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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

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|------------------------------------|--------------------------|
| Unique reference number | EY466976 |
| Local authority | Sandwell |
| Inspection number | 934320 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 20 |
| Number of children on roll | 20 |
| Name of provider | Action for Children |
| Date of previous inspection | not applicable |
| Telephone number | 0121 555 6756 |

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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