

Brownshore Preschool Playgroup

Essington Community Centre, Hobnock Road, Essington, WOLVERHAMPTON, WV11 2RF

Inspection date

25/02/2014

Previous inspection date

11/09/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The programme of activities, experiences and opportunities provided offer a balance of adult-led and child-initiated activities to help children make satisfactory progress towards the early learning goals.
- Children are satisfactorily supported by an effective partnership with parents, who are kept well informed about their child's achievements and development.
- Staff have a clear knowledge of child protection issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times.

It is not yet good because

- Risk assessments are not rigorous enough to eliminate hazards in all areas that a child may come into contact with, particularly with reference to the outdoor play area and preventing access to the staff room.
- Staff practice in respect of teaching and interacting with children is not sufficiently consistent to challenge, motivate and enthuse them in such a way that they make better than satisfactory progress.
- Staff do not always provide sufficient resources or opportunities to enrich children's mathematical and technology skills.
- The self-evaluation process has not yet developed sufficiently for the setting to make good progress through careful monitoring, analysis and challenge. As a result, not all safeguarding and teaching requirements are met.

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 main play room and the garden.
- 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 committee members and 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 20 children in the early years age range on roll. The playgroup opens Monday to Friday 9am until 1pm during school term-time. 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, one member of staff holds a qualification at level 4 in early years, one at level 3 and one is working towards a level 3. 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:

- take reasonable steps to ensure the safety of children, with particular reference to security of the outdoor play area and preventing access to the staffroom.

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

- develop further the educational programme to ensure that teaching practice is consistent and positive interaction with children provides sufficient challenge to motivate and enthuse them in such a way that they make better than satisfactory progress
- support children in exploring the control of technological toys and in acquiring the mathematical skills to recognise shapes and patterns
- improve the system for self-evaluation to inform the setting's priorities and to set challenging targets for improvement.

Inspection judgements

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

The staff generally have a satisfactory understanding of how to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Children enjoy their time at the setting and make reasonable progress through a varied range of experiences across most areas of learning. The progress check at age two and the observation and assessment of children generally identifies their next steps in learning. The setting has recently introduced a tracking system to detect any gaps in a child's progress. Staff plan and provide adult-led, child-initiated and freely chosen activities. However, during these activities, teaching practice and interaction with children is too variable in quality to challenge, motivate and enthuse them. Consequently, teaching is not always focused on what the children will achieve, and the learning is not consistently and fully extended. For example, during the adult-led activity, while the children played with rice and filled bottles and containers of different sizes, the staff did not extend learning by talking about textures, the different sizes of containers or the fact the shakers made different sounds because of this. Overall, these weaknesses in teaching mean that children make satisfactory, rather than good progress and do not consistently gain the necessary skills to support their future learning and their readiness for school. Nevertheless, the staff work closely with parents from the outset. On entry, parents contribute to initial assessments of their children's starting points and are kept well informed about their children's achievements and development through regular feedback. Consequently, children are cared for according to their parents' wishes. To encourage active involvement of parents in their children's learning, staff have provided a 'Proud Cloud' board to celebrate children's achievements at home.

Children's communication, language and literacy skills are developing adequately. Some staff provide appropriate opportunities for children to talk freely about their interests and to listen to each other. Some open-ended questions by staff encourage children to think and develop their vocabulary. Some older children use language to describe and talk about their own experiences and play. They develop listening skills through singing, story sessions and group activities. For instance, they listen to and follow nursery rhymes and respond with the appropriate actions whispering, shouting, jumping or pretending to sleep. During role play they learn the names of different utensils and tell the staff that they are making pizza and tea for them. There is an attractive book area to support children's literacy skills. They enjoy books with staff and their peers. Staff provide a variety of resources for children to make marks. Sufficient opportunities are provided for older children to recognise and write their own names, including those on their coat hangers or on their artwork.

Children develop an understanding of number and quantity through daily routines and during play, such as making fruit kebabs, singing relevant rhymes and counting toys and objects. They learn about differences in size, such as a cup being 'tiny' or 'huge'. However, limited opportunities are provided to learn about shapes and patterns to enrich children's mathematical skills. Children learn about animals and other creatures, people, family, plants and nature during routine play and themed activities. Staff also invite visitors to the

setting, including a fire officer and a police community support officer for children to learn about jobs in the community. However, children are not fully supported in exploring the control of technological toys, including operating computers or laptops. Children develop knowledge and understanding of the wider world, as the staff provide an appropriate range of activities and materials that promote diversity. To encourage children's talents, there is a range of sensory experiences, including hand and foot printing, using natural materials and water play. Children use a suitable range of musical instruments.

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

The staff welcome all children into a warm environment. There is some strong practice in promoting children's emotional well-being and self-care, and the staff works closely with parents to meet children's individual needs. Therefore, children become competent, relative to their ages and stages, at managing their personal needs. An effective settling-in policy and the key person system ensure that the children quickly become familiar with their new environment and establish positive relationships with peers and the adults. Despite the strengths in promoting children's physical and emotional health, the overall well-being of children is maintained only to a satisfactory standard. This is due to the safety of premises, variable quality in teaching practice and at times insufficient interaction with children to challenge them. This means children are not always supported in gaining the necessary skills to promote their future learning and readiness for school. Nevertheless, all staff generally support children's personal, social and emotional well-being through providing interesting opportunities for development. The setting is developing positive relationships with other childcare professionals, including local schools and nurseries, to provide consistent care for all children and to support them through new experiences.

Staff provide daily opportunities for children to access the outdoor play area, where they engage in an appropriate range of activities to increase their physical fitness. They take part in balloon and parachute play and confidently use a variety of smaller equipment, including balls and bats. They enjoy racing games with peers and staff and judge who is the fastest. Children are provided with healthy snacks consisting of milk, water and a variety of fruits and vegetables, which they enjoy. They understand the importance of basic personal hygiene. Staff encourage them to put on their coats or shoes and to be self-sufficient in washing their own hands before they eat and after using the toilet.

The children are happy and confident and benefit from a friendly and relaxed environment. A wealth of displays of children's own artwork and celebrating their birthdays support children's self-esteem. The available resources are stored at low-level and are easily accessible. This ensures children have independence in selecting toys, thus supporting their self-confidence. They make a positive contribution to the setting, as they are keen to help the staff with small tasks, such as, tidying up toys and putting their used plates in a washing-up bowl or their leftovers in a bin after snack times. They are well-behaved and have a good awareness of right and wrong, responding positively to guidance from staff. Staff generally help them to learn how to keep themselves safe through daily routines and some arranged activities. They are reminded of simple rules

during outdoor play, such as, 'walking feet' or 'feet on the grass' to keep them away from the car park adjacent to their playground.

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

Arrangements for children's safety and well-being within the provision are satisfactory. An early inspection took place following a concern raised about children's safety in the outdoor play area. The inspection found that the outdoor play area is not secure due to the hedges having been cut down to ground level. In addition, the safety of children in the playroom has not been sustained because of the inconsistent use of the gate provided to prevent access to the staffroom. As a result, children's safety and well-being is not effectively prioritised. Children are protected from harm or neglect, as all staff have a clear understanding of their role in child protection issues. They have attended the relevant training and are able to put appropriate procedures into practice should they have concerns about a child. The manager and committee members follow procedures in line with the Local Safeguarding Children Board and are fully aware of the need to inform Ofsted of any relevant incidents as part of the legally required duties and responsibilities. Sound recruitment procedures are in place to ensure all staff and volunteers are vetted and are suitable to work with children. The security of the playroom is appropriate, and the staff employ a suitable system of monitoring visitors to meet the needs of children.

The management, consisting of the manager and the committee members, largely oversee the running of the setting, with the support of the local authority. Satisfactory progress has been made since the previous inspections, and all recommendations and most actions have been successfully addressed. For example, all required policies have been updated and shared with parents and staff, information is now obtained from parents regarding who has parental responsibility, and records of checks on committee members are well maintained. Through self-evaluation, the management has identified most areas for improvement. However, the self-evaluation process has not yet developed sufficiently for the setting to make good progress through careful monitoring, analysis and challenge. As a result, learning experiences do not always offer sufficient challenge to children to help them make better than satisfactory progress towards the early learning goals. Nevertheless, staff are currently seeking constructive support from the local authority. Professionals from the local authority visit the setting regularly. They are assisting staff in developing their observations of children and the planning of activities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Regular appraisals are planned to ensure staff's training needs are identified and addressed in order to enhance the quality of care and education.

The nursery has strong links with the local community, including schools, nurseries, children's centres and other professionals. Good working partnerships between the nursery and other settings ensure that children integrate well into a new environment and the move is smooth. Staff meet with and invite local pre-school staff to discuss individual children in order fully to promote continuity and progression. The setting's association with health visitors, speech therapists and the area Special Educational Needs Co-ordinator allows them to seek advice in order to ensure children get the support they need. The

active involvement of parents is encouraged through regular newsletters and questionnaires to convey their views and preferences. Parents and carers are kept well informed about their children's achievements and development through regular verbal feedback and regular parents' meetings. They speak highly of the service and regard the nursery as 'welcoming' and staff as 'friendly and professional', helping children make the progress they expect.

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:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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	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

Unique reference number	218105
Local authority	Staffordshire
Inspection number	954546
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	20
Name of provider	Brownshore Pre-School Playgroup Committee
Date of previous inspection	11/09/2013
Telephone number	07760846455

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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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