

Timberley Tots Playgroup

Timberley Academy, Bradley Road, BIRMINGHAM, B34 7RL

Inspection date

Previous inspection date

18/03/2014

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 plan and teach very effectively to meet the needs of individual children. They assess the children's progress and plan the next steps in their learning so that all children make good progress.
- The very effective safeguarding policies and practice mean that children are safe and well protected. Staff supervise them very well and carry out detailed risk assessments.
- Staff are very caring and ensure parents share daily information about children's care routines and well-being so their needs are met. Healthy eating is promoted and behaviour is managed very well so that children are calm and happy.
- Leadership and management is effective and staff work very well as a team to evaluate and constantly improve the provision so that children receive improved learning experiences.
- Partnerships with other professionals and early years providers are effective in supporting all children and families.

It is not yet outstanding because

- There is scope to further strengthen links with parents to enable them to support children's learning at home.
- Transitions for children who move on to other nurseries are less effective to make sure that they are totally prepared and secure in their moves.

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.

Inspection activities

- The inspector observed activities in the playroom, including a joint observation with the manager of the playgroup.
- The inspector held meetings with the manager of the playgroup and the school foundation leader.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the playgroup and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Timberley Tots Playgroup first registered in 2011 and re-registered in 2013 when the school became an academy. It is registered on the Early Years Register and operates from a classroom in Timberley Academy in Shard End, Birmingham and serves children from the local area. The playgroup is managed by the school, including a foundation leader with Qualified Teacher Status. The playgroup is accessible to all children. It opens on Monday to Friday from 8.30am to 11.30am and 12.30pm to 3.30pm during term time only. There is an enclosed outdoor play area and children have access to the school outdoor areas including the farm and garden.

The playgroup employs five members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. Children attend for a variety of sessions. There are currently 35 children attending who are within the early years age range. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and receives support from the local authority.

What the setting needs to do to improve further

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

- extend the partnerships with parents and carers by finding implementing innovative ways to encourage them to support children's learning and development at home
- enhance the transition process so that children are well supported in their moves to other nurseries by, for example, by providing photographs of the buildings and staff to help children become familiar with these.

Inspection judgements

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

Staff observe children as they play so that they can plan the main activities around their interests and needs. They record their own observations and use information from parents to add to children's progress records. Staff assess children once they are settled at the playgroup in order to establish a starting point for their learning. They then plan how they will build on each child's learning so that they make good progress at their own pace and level. Ongoing assessments mean that staff identify and address any gaps in learning so that no child gets left behind. Staff encourage parents to share daily information about children's achievements at home and they are kept well informed about children's activities and progress. However, there is further scope to extend communication so that this is fully effective in enabling all parents to support children's learning at home. Staff

invite parents to attend play workshops so they can play alongside their children to find out how they learn. They can talk to their child's key person at any time and all say they are very pleased with the provision at the playgroup.

Three-year-old children enjoy playing in the sand as they find the toy minibeasts hidden in it. They pour dry sand onto a wheel to watch and feel it trickle down and make the wheel rotate. A child works out that if he blocks the flow of sand with his hand until it builds up, then the wheel spins faster as more sand drops onto it. He tries it first with the minibeasts, but then uses his hand when the sand still gets through. Staff encourage children to try new things and challenge them to find out how and why things happen in this way. They use skilful questioning so that children's learning is guided and they make good progress. Children concentrate well and are very engaged in the exciting activities provided. They can access the toys and resources easily and choose them independently. They choose from a wide range of crayons, pencils, pens and modelling materials to make models from recycled materials and to paint, draw and make marks. They explore the textures of play dough, jelly and pasta and create colourful paintings each day. Children are imaginative in the role play area, which is currently a home corner. They pretend to cook pasta and tell staff when the dinner is ready. Children's current interests dictate what the role play area will become. For example, they choose to turn it into a hairdressers, a space station or a doctor's surgery. They practise early writing skills as they pretend to write down the appointments or make shopping lists. Staff interact very well with children and ensure they make the most of their learning opportunities.

Children are very well prepared for the next stage in their learning and for school because staff teach them to recognise and write their names and other familiar words, such as the days of the week and the weather. They extend children's sentences as they build these using word cards and during their play, when they introduce new vocabulary to children. Children develop their physical skills well as they play on the slide and climbing equipment in the outdoor area. They use a wide variety of wheeled toys, balls and hoops to improve their coordination and take part in many outdoor activities. They learn about the care of living things as they have regular access to the school farm, which has goats, pigs, rabbits, hens, geese and alpacas. This extends children's first hand experiences, as they help to feed and care for the animals. Two-year-old children learn to recognise shapes and colours as they sort, order and match different objects and toys. Staff teach them to count and recognise numbers. They all help to count the number of boys and girls present and to say how many altogether and whether there are more boys than girls. Children develop their technological skills very well, as they use the computer and the interactive whiteboard independently or with staff. Children with special educational needs and/or disabilities are well supported, as staff work with parents and other professionals, including a speech therapist and the special educational needs coordinators for the school and the playgroup. Staff develop successful strategies to help children to make good progress and to understand the world around them so they are included in all the activities. Children and staff are learning to sign so that they can all communicate more effectively with children who do not speak.

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

Children feel emotionally secure as staff are very caring and this enables children to form close bonds with their key person. Children have settling in times and staff obtain information from parents about each child's routines, likes, dislikes, needs, which means they can support children from the very start of their placement. Staff work together with parents to support children to gain independence in toileting, for example, consistent care routines help children to feel secure. Children's behaviour is well managed. Sticker charts for some children are used effectively to reward their positive behaviour. For children with challenging behaviour the staff reward their positive behaviour with activities that are special to them. Staff meet all children's individual needs very well. They use calming and effective methods to deal with children who become agitated at time, and cuddles and comfort are offered whenever necessary to help all children to feel secure in their environment. Children's personal, social and emotional development is secured through mixing with other children, having clear guidance about sharing and taking turns. As a result, children are gaining confidence and have excellent social skills.

Children have the opportunity to manage their own snack time and can choose from a variety of healthy options including, carrot, raisins, apple and banana. They have milk or water to drink and enjoy the social aspects of sitting with their friends to have their snack. In addition, both children and their parents are provided with information about healthy eating and how to make healthy choices about what they consume. The school farm enables children to learn about where food comes from and they are fully aware that eggs are produced by chickens. Children ably manage their own personal hygiene, put on their own aprons and choose what they want to play with, all of which demonstrates their growing independence. Children help to tidy up and work well together with help of staff. Children are able to be active each day and learn to manage risks safely on the climbing and balancing equipment.

Transitions are managed very well with most children moving on to school in the next door room. Children in the playgroup mix safely with older children in the outdoor area and therefore are familiar with some children before they start school. However, less careful consideration is given to children's transitions to other settings, although, this is rare as most children attend the attached school.

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

Staff have a thorough knowledge of safeguarding and child protection. The detailed and effective policies and procedures are devised alongside the school documents with adaptations for the playgroup. Staff are vigilant in their observations of children so that they record existing injuries and monitor children's health and well-being. They are confident in their knowledge of how to identify any concerns and who to report them to. The premises are secure and there are rigorous procedures for the collection of children and the recruitment of staff. This is managed by the head teacher, though there have not been any new staff for many years. They are suitably vetted so that they are able to work with children. Staff carry out daily risk assessments and supervise children very well at all times.

Leadership and management is well organised. The school foundation leader monitors planning, teaching and all aspects of provision in the playgroup. She works with the manager and staff to ensure the policies and procedures are effective in meeting children's needs and advises staff on maintaining and improving their good practice. The head teacher also has a role in overseeing the provision. The manager carries out regular staff supervisions and is planning to implement peer observations in order to improve teaching further. Staff attend regular training courses and can follow their own professional development. They work very well as a team, as they have all been based in the playgroup or the school for many years. They are very well motivated and continually focus on improvements in the provision so that children continue to receive good quality care and learning. They work together on an action plan to achieve this and include the views of parents and children. Parents' views are invited through daily contact with staff, questionnaires or through the suggestion box in the entrance.

Staff work very well in partnership with other professionals and early years providers in support of the needs of all children and their families. They meet with the staff of other local schools and nurseries on a regular basis in order to share some training, ideas and best practice. They discuss ways they find effective to manage children's behaviour or how to meet specific needs for some children. A local authority early years advisor is available for extra support in monitoring the provision if she is required and staff have strong support from the school. This means that all children are supported very well and are secure in the setting.

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	EY465644
Local authority	Birmingham
Inspection number	937495
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	35
Name of provider	Timberley Academy Trust
Date of previous inspection	not applicable
Telephone number	0121 464 2002

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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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