

# Bilbrook Playgroup

Village Hall, Joeys Lane, Bilbrook, Wolverhampton, West Midlands, WV8 1JL

## Inspection date

07/07/2014

Previous inspection date

06/01/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 teaching practice is based on a secure knowledge and understanding of how to implement the Early Years Foundation Stage. Staff support children's learning effectively through positive interaction and involvement in their play.
- The playgroup is very committed to working in partnership with parents, external agencies, organisations and professionals to promote the learning and well-being of the children.
- Staff are dedicated to improving the quality of education and care through continuous self-evaluation. They create a bright and stimulating environment, offering an inclusive and welcoming service to all children.
- Leadership and management are strong. Children are effectively safeguarded through the playgroup's robust policies and procedures. Staff have a secure knowledge and understanding of child protection issues, protecting children from potential harm.

### It is not yet outstanding because

- There is scope to further enhance the organisation of large group activities, enabling every child to take an active part in play.
- Opportunities have not been fully embraced for children to explore or speculate on the reasons why things happen or how things work.

## 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 main play room and at the local park.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager and staff.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability and qualifications of staff working within the playgroup, and a range of other documentation.
- The inspector also took account of the views of the children, parents and carers spoken to on the day of inspection.

## Inspector

Jasvinder Kaur

## Full report

### Information about the setting

Bilbrook playgroup was registered in 1993 and is on the Early Years Register. The playgroup operates from two rooms within Bilbrook village hall in Bilbrook, South Staffordshire. The playgroup has access to an enclosed area for outdoor play. It serves the local area and is accessible to all children. There are currently 40 children on roll, all of whom are within the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. The playgroup supports children with special educational needs and/or disabilities. There are eight members of staff working directly with the children. Of these, five members of staff hold appropriate qualifications at level 3. Two members of staff hold a qualification at level 2 and are currently working towards level 3. The playgroup 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:

- enhance the organisation of large group activities to ensure they are more effective and every child takes an active part in play
- enhance opportunities for children to explore or speculate on the reasons why things happen or how things work.

## 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 implement the Early Years Foundation Stage. Their teaching techniques and effective planning of activities ensure children are provided with varied play opportunities, helping them to make good progress across all areas of learning and development. Overall, staff use good questioning skills to set challenges for children, helping them to think critically and be actively involved in activities. However, staff do not consistently and effectively organise the large group activities to enable every child to take an active part in play. Nevertheless, at the end of each week, all staff meet to evaluate the activities, planning purposeful play with a good balance of adult-led and child-initiated activities. The good skills of staff, in identifying next steps in learning, ensure that the individual children's age, interests and capabilities are taken into account in the planning of activities. This means that, where necessary, timely intervention can be sought and planned 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, including the local nursery. Key persons know their children well and plan for their

individual development. This enables all children, including those with special educational needs and/or disabilities, to make good progress. Parents contribute to initial assessments of their children's starting points. Two-way daily exchanges with regard to children's routines and development ensure their needs are met successfully. The learning journals are also shared with parents, providing them with key information on their children's ongoing development. The progress checks for children between the ages of two and three are completed well with parents' involvement.

Staff engage with the children, involving them in conversation and promoting their language and communication abilities effectively. Children are therefore supported in extending their vocabulary by sharing their thoughts and personal experiences throughout the session. For instance, children tell the group that 'our new-born baby is very little and cries a lot'. During most group activities, children show good listening skills and respond enthusiastically to their names at the morning register, as well as while talking about the weather or listening to rhymes and stories. Staff provide a good range of resources for children, to build secure foundations for early literacy through having good opportunities to make marks, interpret symbols, recognise their own written names and fun play, such as 'I spy names'. Circle times are used well to help more able children to recognise familiar words, such as days of the week and to link sounds with letters. Children use imagination and express thoughts while using a good range of art materials to develop their creative skills. They produce their own art work, alongside more structured art activities, for the purposes of themed pieces or a wall display, including masks and octopuses made from cardboard rolls. A range of sensory experiences, including hand and foot printing, and using pasta, lentils, gloop, shaving foam, natural materials and water, boosts children's talents. Children also have access to a variety of musical instruments.

Staff support children's understanding of number and shape through daily routines and during play, such as matching and sorting shapes and colours, singing relevant rhymes or counting toys and objects. Children learn about differences in size and pattern during a variety of activities and spontaneous play. Staff skilfully use random opportunities to support children's abilities. For example, they ask them how many large and small toy pigs they can find or how many adults and children are sitting in a group. All children clearly enjoy number rhymes, representing numbers on their fingers and counting in reverse order. Staff provide a wide selection of resources and good opportunities for children to familiarise themselves with information and communication technology, including a variety of electronic toys and mini-computers. However, during activities, staff do not always prompt children sufficiently to explore or speculate on the reasons why things happen or how things work. For example, during cooking activities, staff do not encourage children to see what happens when they put the biscuits in the oven, why certain temperatures have to be set or how biscuits look different when they come out of the oven. Nonetheless, first-hand experiences, such as growing flowers, observing the weather and learning about birds and animals, enhance children's knowledge of the natural world. This is further promoted by arranging walks to local fields and inviting visitors to the playgroup to help children learn about road safety and traffic. Staff encourage positive, open discussion of people's similarities and differences, and children take part in a range of cultural festivals throughout the year. While celebrating Diwali or the Chinese New Year, they dress up and taste oriental foods.

### **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. Staff welcome the children into a relaxed and inviting environment, where they have the independence to express their curiosity through spontaneous participation. They have lots of fun, thoroughly enjoying themselves as they explore and investigate. Children interact well with staff, who spend time talking to and playing with them to promote their well-being. An effective key-person system means that children establish warm, trusting and relaxed relationships with staff and peers. Successful partnerships with parents ensure all staff use effective, targeted strategies and interventions that support learning and match all children's individual needs. Therefore, all children, including new arrivals, settle in well and feel secure. Staff provide good support to prepare children for the move to other settings. For example, they provide reassurance to children through talking, providing relevant play opportunities and teaching them the skills of self-reliance. Staff liaise with local schools and invite the teachers to their playgroup to discuss children's individual needs, and to meet the children in order to promote a smooth transition.

Children's health and well-being is a priority, as staff emphasise the benefits of physical activities on a daily basis. Access to the outdoor play area and relevant indoor activities provide 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. They gain independence as they attend to their own personal care and hygiene needs, such as toileting, wiping noses or washing hands. Children understand the reasons why such routines help to keep them fit and healthy. Staff create a sociable and relaxed atmosphere at snack times. Snacks are planned with great attention to nutrition and acknowledge individual children's specific dietary needs and preferences. All children enjoy fresh fruit, milk or water in the social atmosphere offered by staff. Drinking water is readily accessible to all children throughout the session.

Staff use consistently applied behaviour strategies and provide clear guidance. At the beginning of the session, staff remind children about the 'house' rules. Older children understand the rules and tell the group about the possible consequences of running indoors. As a result, children are well behaved and have a good awareness of right and wrong, responding positively to direction from staff. They are encouraged and praised and their efforts are acknowledged appropriately. Children show pride in selecting their favourite songs and stories or completing their tasks successfully. Staff provide clear routines throughout the session, explaining these to children very well. This helps them to feel safe and look forward to joining in singing and story sessions, as well as taking turns. Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys or taking their dishes back to the kitchen counter after finishing their snacks. Children learn how to keep themselves safe through staff guidance and relevant activities, which include the themes of road safety, people who help us and visits from a police officer.

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

Staff have a very clear understanding of safeguarding children in relation to child protection issues. They are aware of their responsibility to report any concerns to the Local Safeguarding Children's Board. The management team is very familiar with procedures should an allegation be made against a member of staff, and the implications this may have for their practice. The manager is fully aware of the need to inform Ofsted of any relevant incidents as part of the legally required duties and responsibilities. Comprehensive policies and procedures are shared with parents to ensure they understand the duty of adults to protect children. Recruitment and vetting procedures are rigorously implemented, ensuring that all adults working in the playgroup are closely monitored and assessed for suitability. The successful induction of new staff and students ensures that they are familiar with the playgroup's policies and procedures to keep children safe. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. Robust steps are taken to ensure intruders are prevented from entering the premises and there are good arrangements in place for monitoring visitors to the playgroup.

The manager is motivated to enhance the practice through collating the views of staff, children and parents in order to identify areas for further improvement. Staff receive ongoing support from the local authority in reviewing the educational programme. This ensures a broad range of experiences are provided to help children make progress towards the early learning goals. Regular team meetings and staff appraisals ensure practice is monitored and under-performance is tackled effectively, as well as enabling staff to build on their practice. There is a clear improvement plan to improve the quality and standard of education and aspects of care. Good progress has been made since the last inspection and all recommendations raised have been fully addressed. Policies and procedures are under continual review, and the required documentation is effectively maintained.

The playgroup's strong association with the local authority and local schools allows staff to seek advice, ensuring children get extra support if and when needed. Partnerships with external agencies ensure that each child benefits from a positive experience while at the playgroup, including children with special educational needs and/or disabilities. Partnerships with parents are very positive, and make a rich contribution to children's learning and care. The planning of activities is displayed on the notice board. Parents are also encouraged to be involved in their children's learning through regular newsletters, questionnaires and storybooks that children borrow from the playgroup's library. This encourages parents to be actively involved in extending their children's learning at home, through play. Parents speak highly of the service and regard the playgroup as 'fantastic' and the staff as 'very friendly and supportive'. They further state that their children's confidence has been boosted by the positive interaction with staff, who help them to settle-in and teach them through play.

## 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

<b>Unique reference number</b>	218097
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	865702
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Bilbrook Playgroup Committee
<b>Date of previous inspection</b>	06/01/2009
<b>Telephone number</b>	07976670218

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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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