

Brownshore Preschool Playgroup

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

Inspection date

20/10/2014

Previous inspection date

25/02/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

| | |
|--|---|
| 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 relationships between the staff and the children are strong, and children are confident, settled and happy which supports their emotional well-being.
- Children's language development is promoted with full effect by staff. They ask open-ended questions and give children time to think about what they want to say in response.
- Teaching is effective in ensuring that all children are active learners. Children are supported to develop their own ideas and choose ways of doing things.
- The playgroup has robust policies and procedures in place, including risk assessments. Staff are aware of their responsibilities to protect children from abuse and neglect, which ensures that they are kept safe.

It is not yet good because

- Staff do not always use their observations of children to consistently identify the next steps in their learning and development. This means that planned activities do not always meet children's individual needs and, therefore, children only make satisfactory progress.
- The playgroup does not share enough information with parents about their children's learning and development.
- Children do not have regular opportunities to access the outdoor area for fresh air or physical exercise.

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 children in their play and interactions with staff and their peers.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation including the self-evaluation form.
- The inspector spoke with the manager, the staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector took account of the views of parents.

Inspector

Carole Price

Full report

Information about the setting

Brownshore Preschool Playgroup opened in 1992 and is managed by a committee. The playgroup 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. The playgroup serves the immediate locality and also the surrounding areas. It opens five days a week, from 9am to 1pm, during school term time. Children attend for a variety of sessions. There are currently 25 children in the early years age range. The playgroup receives funding for the provision of free early education for two-, three- and four-year old children. There are currently four staff working directly with the children, all of whom have an appropriate early years qualification. Three of the staff have appropriate qualifications at level 3 and one member of staff holds a qualification at level 4. The playgroup 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:

- improve the observations of children's play by identifying their next steps in learning and development, so that challenging activities are planned in order to meet their individual needs
- ensure that children are provided with regular opportunities for fresh air and physical exercise to promote their understanding of healthy lifestyles
- improve the partnerships with parents so that information is shared to keep them informed of their children's learning and progress, such as holding regular review meetings.

Inspection judgements

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

Teaching is, on the whole, effective as staff support and promote children's play as they encourage them to think creatively and use their own ideas. Opportunities for children to find out things for themselves are supported with full effect by staff. For example, children use different shaped wooden blocks to create their own constructions, such as houses. Before children place different shaped blocks on top of each other, staff ask them what they think will happen, such as if the blocks will balance or not. By using open-ended questions in this way, staff promote children's thinking as well as their language development. Consequently, children demonstrate the characteristics of effective learning,

such as being active learners who also think critically.

Staff record observations of children's achievements. However, they do not consistently identify their next steps in learning and development. This means that planned activities are not always appropriate to meet children's individual needs as they lack challenge and, consequently, this has an impact upon the progress that children are able to make. Staff obtain information linked to children's learning as well as their interests from parents during their child's induction. This information is then used by staff when considering specific activities and toys for the children to access independently. Staff discuss children's individual care needs and what they have enjoyed doing with parents and carers during everyday discussions. However, staff do not engage sufficiently with parents to regularly share information about their children's achievements and learning priorities. For example, some parents indicate they do not know whether their child is making progress or not.

Staff support children sufficiently, so that they develop skills in readiness for nursery class and school, such as encouraging their independence. They are aware of the requirement to provide parents with a written summary of the progress check completed between the ages of two and three years, and they complete this where necessary. Deployment of staff is good and, therefore, children are supervised while they play. Children are settled and happy. Their independence is promoted satisfactorily by staff because they can choose and select appropriate toys and because they enjoy flexible use of the indoor play space. Children's physical development is supported appropriately by staff. Children develop manipulative skills while they play in the sand or use the paintbrushes. Children are encouraged to count and compare quantities while they play, which promotes their early mathematical skills. For example, staff support children to count different types of fish in the water tray and compare and match sizes. Children are encouraged to practise their writing skills as they use the letters to draw around and copy. Early literacy skills are promoted through the sharing of books as staff read a range of stories.

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

Children are happy and confident and their relationships with staff are positive. All children have an allocated key person upon entry to the playgroup, along with a gradual settling-in procedure appropriate to their needs. The play environment is adequately resourced, although children do not currently have regular access to the outdoor area due to safety reasons. This means that children do not have the opportunity for different learning experiences to promote and extend their physical development, such as riding bicycles or learning about the importance of healthy lifestyles. Staff take appropriate steps to ensure that children are emotionally prepared for their move into other early years settings and school. For example, staff from the playgroup meet with the reception class teacher to share information, and they are also invited to visit children in the playgroup before they start school. Strategies for managing children's behaviour are appropriate as staff use a consistent approach. Positive reinforcement is used in order to boost children's self-confidence. Staff support children so that they learn to share and take turns. Children's independence is promoted well. For example, they select a cup and plate at snack time and identify their named place mat as well choosing their own toys.

The manager and staff create a welcoming environment for children and their parents. Information obtained from parents on entry enables them to address children's individual care needs satisfactorily. Information on their practice with regard to safety, illness and accidents is shared with parents. Children's health and hygiene is protected sufficiently because staff encourage them to wash their hands at appropriate times. Staff discuss and promote healthy eating by providing a range of healthy options at snack time. Parents provide packed lunches for children which are stored appropriately. Children's welfare is addressed satisfactorily because staff ensure that the environment is safe and secure. Children learn how to keep themselves safe, for example, as they learn why they must not run in the playroom and they practise the fire drill.

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

Staff ensure that children's health and safety is protected well. They are aware of their responsibilities with regard to supervising the children in their care, and they ensure that children are never left unsupervised with a person who has not been vetted. Security of the premises is addressed well and staff assess and minimise risks successfully. They are aware of their responsibilities to protect children from abuse and neglect. The safeguarding policy is thorough and information is displayed for both staff and parents to read. Procedures for recruitment, selection and induction are clear and vetting procedures for staff meet requirements. Health and hygiene routines are addressed well. Copies of all required policies and procedures are provided for parents. Risk assessments are in place for all areas which children have access to, in order to promote their safety. Minor accidents are monitored to ensure that there are no hazards or other factors causing these.

The registered person is the manager of the playgroup and has a sound awareness and understanding of the Early Years Foundation Stage. She uses this knowledge effectively as she disseminates and shares ideas with her staff in order for them to continually improve their practice. Observations of staff practice are carried out regularly along with staff supervisions and appraisals. Advice is also welcomed from local authority development workers. Actions raised at the time of the last inspection, with regard to staff interaction and resources, opportunities to enrich and extend maths and technology, and ensuring that suitable risk assessments are in place, have been satisfactorily addressed. The manager identifies that a current priority for improvement is to develop the outdoor area, so that children will be able to access both environments as they wish.

Partnerships with parents are encouraged by the playgroup and make a sound contribution to supporting children's well-being, although sharing of information about their learning is variable. Parents speak highly of the care and attention their children receive, commenting upon how well they have settled in at the playgroup. Partnerships with other providers and external agencies are in place, in order to provide a continuity of care and learning for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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 | 966771 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 26 |
| Number of children on roll | 25 |
| Name of provider | Brownshore Pre-School Playgroup Committee |
| Date of previous inspection | 25/02/2014 |
| Telephone number | 07760846455 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

