

Little Foxes Playgroup

Fox Hollies Park Pavilion, Gospel Lane, Acocks Green, Birmingham, WEST MIDLANDS, B27 7EG

Inspection date	04/11/2014
Previous inspection date	09/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The quality of teaching is good. Staff plan a wide range of interesting activities to ensure there is a good balance across the seven areas of learning.
- There are warm relationships between the children and staff, which promote children's well-being and help to develop their self-confidence.
- Safeguarding procedures are effective and staff are clear about their roles and responsibilities. This means that children are protected and kept safe from harm.
- Children, who speak English as an additional language, are well supported because staff develop effective relationships with parents and other healthcare professionals. This means that they are able to meet children's needs effectively.

It is not yet outstanding because

- Staff do not have fully effective strategies in place to encourage parents to share information about children's ongoing learning achievements at home, in order to further support children's all-round development.
- Partnerships with other early years settings children attend, are not fully developed. Consequently, continuity in children's care and learning is not always fully achieved.

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 room and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector sampled documentation and records, including children's learning journals and staff files.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Trisha Turney

Full report

Information about the setting

Little Foxes Playgroup was registered in 1998 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is committee run. The playgroup operates from one main playroom in Fox Hollies Pavilion in Acocks Green in Birmingham and there is a small, enclosed area for outdoor play. The playgroup opens every weekday during term time only and sessions are from 9.30am to 12.30pm. There are currently 18 children on roll, all of whom are in the early years age group. The playgroup offers funded early education for two- three- and four-year-old children. The playgroup supports children, who speak English as an additional language. There are five members of childcare staff. Of whom, one staff member has a qualification at level 5 and four staff are qualified at 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:

- develop further the partnership with parents to enhance the ongoing exchange of information relating to children's learning at home
- improve systems for sharing information with providers at other early years settings where children attend, to ensure that continuity of their learning is fully promoted.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children's individual learning and development needs are well met because the quality of teaching across all areas of learning is good. For example, staff use effective teaching skills while talking with children about the sizes of containers as children play in the sand. Opportunities are used well by staff to support older children in their counting skills. For example, staff sit on the floor with children, guiding them when counting cars and matching them to numbers. Younger children enjoy looking at books with staff, who encourage them to develop their vocabulary as they name the objects and animals they see. A good selection of open-ended questions and modelling of thinking by staff entices children to spend more time at the activity while enhancing their all-round development. Children extend their design skills as staff enthuse them to use brightly coloured paints to create firework pictures. Staff understand the benefits for children of being able to explore and try out new challenges while freely expressing themselves during creative and art activities.

Children's progress in their learning is evident in their files of observations and progress

summaries. Staff record daily observations of children during their play and these, along with the regular summaries of progress that are recorded, are shared with parents and provide information to guide their unique next steps in learning. This attention to detail by the key person for each child produces an accurate record of the progress they are making. When children start attending, staff seek detailed information from parents about their interests and achievements at home and use this information, alongside their own initial observations, to decide upon their starting points. However, information about children's learning at home throughout their time at the playgroup is not as well shared between parents and staff. As a result, staff's ongoing ability to support children's interests and learning is not based on the most comprehensive picture of the child.

Children, who speak English as an additional language, are also well supported. Good working relationships with parents ensure that information on their home language is gathered when children begin. Staff use this information to support children to learn English alongside their home language. As a result, partnership working supports all children to make good progress in their learning. The activities that are provided help children to develop the disposition and skills, which they need for future learning and school. The close partnerships that the playgroup has built with the local schools through sharing information with them and the specific activities that are provided for children when they are getting closer to going to school; also contributes well to preparing them for this move when the time comes.

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

Children clearly demonstrate that they feel safe and secure in this friendly and welcoming playgroup. When they start attending, children are able to settle-in successfully because staff work closely with their parents to support them and ensure their needs are met. As a result, children quickly feel confident to explore and to join in with the activities. When they arrive for their session, children separate from their parents confidently and are keen to play. During activities, children benefit from the staff's positive interaction with them. For example, staff ask them how they are feeling or what they did during the holiday. As a result, children are confident to approach staff for comfort as they need it or to ask for a story and they willingly respond to these requests. This shows that children are developing secure attachments to staff because they spend quality time with them.

Children's behaviour is good. Staff work sensitively supporting younger children, who require extra support in learning about what is expected of them. Positive words of encouragement and praise are regularly used, which helps children to feel good about themselves. Staff ensure all children receive consistent messages about what is expected of them, which creates a feeling of security for all of them. Any minor disputes are dealt with calmly and swiftly. As a result, children respond positively and quickly settle back into their play. Consequently, children develop their understanding of right and wrong. Through everyday routines and play, staff encourage children to share and take turns. This supports children in having cooperative and harmonious relationships with their peers. Children have a good understanding of ways in which they can keep themselves safe. They take part in fire evacuation practises, so they know how to behave in an emergency.

Children enjoy a good range of healthy snacks, which adhere to their individual dietary needs. For example, at snack time, children are encouraged to try various fruits and use their muscle skills well to peel fruit, such as bananas and small oranges. Children sit well at the table and talk to staff and their peers as they enjoy their snack. As a result, they enhance their social, physical and language skills. Staff successfully undertake training to ensure they handle and prepare food appropriately to prevent the spread of germs and food contamination. All children spend appropriate amounts of time outside. Staff use every opportunity to encourage children to do things for themselves. For example, they pour their own drinks and put on their own hats and coats before outdoor play. These routine activities help children to increase their independence, which supports their future learning. They enjoy exercising in most weathers, benefitting from the fresh air while having fun. Staff are able to deal with any minor accidents and meet children's medical needs swiftly, both on the premises and on any outings with them. This is because there are sufficient numbers of staff, who hold current paediatric first-aid qualifications.

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

The manager demonstrates a good understanding of their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of their role and responsibility to protect children. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care. Staff undertake regular child protection training to ensure they have a secure knowledge and understanding of child protection procedures. All staff have completed Disclosure and Barring Service checks to check that they are suitable to work with children. Robust recruitment and selection procedures are in place. All new staff and students are vetted effectively to ensure they are suitable to be in post. There are also clear procedures in place for any eventualities regarding the safety of children and if there are any concerns regarding the suitability of staff. All required documentation is in place and records are clear and well written, including thorough risk assessments.

Staff benefit from regular supervision sessions that provide individual support and identify particular training needs or interests. The manager effectively monitors the quality of practice within the playgroup. This includes spending time within the playgroup, observing staff interacting with children and tracking the progress that children are making. This enables leaders to identify any gaps in children's learning. As a result, children's individual learning needs are being correctly identified and met effectively.

Children's learning and development are managed well because the manager shows a strong understanding of the learning and development requirements of the Early Years Foundation Stage. The planning, observations and assessments procedures are effective and have children's interests and achievements at their heart. The manager and staff team have implemented successful evaluation of all aspects of their work. They work closely together to reflect on practice and to identify their plans for the ongoing development of the provision. They seek the views of children and parents and raise clear targets that demonstrate a capacity to continue to improve. They have taken positive

action on the issues raised at the previous inspection and have successfully met these, which improves the outcomes for children. For example, staff have put in place effective systems to observe children and plan the next steps in their learning, to enable them to make the best possible progress.

Children are supported to be ready for their next stage in learning through the partnerships with staff of the local primary schools. The teachers are invited to visit children at the playgroup to help get to know them before they move into school and staff share information about their progress. Staff are proactive in seeking expert help from health and social care professionals to ensure that children and families receive the support they need. This results in children's needs being met effectively and relevant support services being involved. However, links with other early years settings, which children attend, are not fully established. This means that information is not always shared effectively, to support a shared approach to children's care and learning across the settings. Partnerships with parents are good. Parents' questionnaires enable them to share their ideas, comments and suggestions. They are well informed about how the playgroup operates and of their child's progress, achievements and daily experiences. Parents speak highly about the playgroup and the staff team and comment that it is 'brilliant' and that their children 'love it'.

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	227241
Local authority	Birmingham
Inspection number	962727
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	18
Name of provider	The Little Foxes Playgroup Committee
Date of previous inspection	09/01/2014
Telephone number	0121 706 5882

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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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