

Selly Wick Preschool Playgroup

37-47 Raddlebarn Road, BIRMINGHAM, B29 6HH

Inspection date	03/12/2014
Previous inspection date	26/09/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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 provide highly-stimulating activities to substantially promote children's learning and development. Therefore, they make remarkable progress from their starting points.
- Children receive good care from experienced staff who effectively promote their well-being. As a result, children are very confident, self-assured and happy in the supportive environment.
- The professional development of all staff is well maintained and this means that they expertly promote children's learning and development.
- Staff have good understanding of the safeguarding policy and follow rigorous procedures to keep children safe throughout all activities.
- The successful partnerships with parents ensure children receive the support they need to make excellent progress in their development and to meet their care needs.

It is not yet outstanding because

- Staff practice is not consistently excellent in relation to helping children develop exceptional levels of independence and self-care skills.

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 checked evidence of the suitability and qualifications of staff working with the children.
- The inspector observed activities indoors and during outside play and carried out joint observations with the manager.
- The inspector looked at documentation, including policies and procedures, records of children's development and information provided for parents.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's parent survey.
- The inspector held meetings with the manager and spoke with staff and the children.

Inspector

Adelaide Griffith

Full report

Information about the setting

Selly Wick Preschool Playgroup opened in 1966 and was re-registered in 2010 on the Early Years Register when it changed from a registered charity to a registered company with charitable status. The manager reports to the volunteer directors. The setting has sole use of the community building from which it operates in the Selly Oak area of Birmingham. The setting serves the immediate locality and also the surrounding areas. It opens Monday to Friday from 9am to 2.45pm during school term times. Children attend for a variety of sessions. Children are cared for in two rooms and have access to an enclosed outdoor play area. There are currently 40 children on roll in the early years age group. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. There are currently 10 staff working directly with the children, all of whom hold appropriate early years qualifications at level 3 and 6. Two staff have Qualified Teacher status. The setting receives support from the local authority and the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- enhance opportunities for all children to develop high levels of independence and provide greater support to help younger children fully develop their self-help skills.

Inspection judgements

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

Children flourish in the child-centred environment in which they have immense opportunities to learn and develop. Staff are highly-skilled, and as a result, they know how to motivate children by using exceptional teaching methods. All children's concentration skills are exceedingly well promoted because staff have developed strategies that fully engage children. For instance, staff silently sign all actions to nursery rhymes and encourage children to join in. The subsequent singing accompanied by actions extends children's enjoyment and allows them to combine both methods. This is particularly effective if children do not wish to sing aloud. This means that staff take into consideration children's individual styles to provide for learning and to promote their concentration skills. Staff have very high expectations of themselves and of the children. Consequently, they are not afraid to support learning experiences which are almost totally child led. Children have the freedom to select from a wide range of materials, so that they imaginatively create their perception, such as of penguins. Highly-experienced staff know when to intervene, so that they provide support when children indicate that they need help which is sensitively offered. Staff understand how to promote children's learning through fun activities. They expertly ask questions that promote children's thinking; they introduce mathematical concepts and provide the supportive environment for children to discover

what they can do. For instance, children realise that their scissors are less sharp than those used by staff to cut tubing and children ask for assistance when they need help.

Staff always follow children's lead to plan activities, so they have worthwhile learning experiences. This approach is used from the outset because staff obtain information from parents about children's development when they start in the setting. Staff make good quality summaries of assessment which they share with parents to clarify what children can do and know. Parents have opportunities to review children's development daily, because the electronic tracking system provides them with up-to-date information. Therefore, parents express their views on their child's achievements and make suggestions for children's next steps in learning. This feedback includes the progress check carried out for children aged between two and three years. For instance, parents make suggestions for key persons to help children take responsibility for all aspects of self-care. Staff are highly committed to the learning and development of all children, including those with special educational needs and/or disabilities. They make a determined effort to fully engage parents, so that children receive the focused support they need. As a result, children rapidly develop the skills that they need for the next stage in their learning. For example, children who are not achieving expected levels of development in self-care soon learn to feed themselves and to drink from beakers. Staff are extremely alert to children's needs and quickly develop strategies to provide extra support. For example, staff innovatively devise a programme based on colourful cards to move children on in their communication skills. In addition, they include sequencing games, so that children learn to develop confidence to participate in activities. Therefore, staff lay strong foundations in preparation for the guidance they receive from specialists to extend children's development.

Similarly, staff expertly prepare children for their move to school. They introduce phonics activities at an early stage so that children have a good understanding of sounds and letters. Children learn about mathematical ideas, such as the use of timers. This means that they use scientific instruments to work out when it is their turn to use resources as they play outside. Children are extremely well supported to recognise numerals as these are lavishly displayed in the rooms. Children confidently recall information and deliver their lines with precision and clarity as they practise for the nativity play. Children readily access information technology and spontaneously take turns to control the mouse while they use a computer. Therefore, children have a wealth of opportunities to develop skills across all areas of learning.

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

Children's well-being is positively promoted and they develop strong attachments with key persons. Staff provide a very welcoming environment in which children settle readily, so that they make good transitions from home to the setting. Children of different age groups play well together and all participate in the large group activities. As a result, children grow confident in their abilities to mix with others. When new children join the setting staff encourage those who are already attending to 'look after' a new child. This means that new children feel accepted and those who have been in the setting for some time learn to develop caring attitudes. Children play in a very well-resourced indoor and

outdoor environment. At the start of the day, staff set out a wide range of interesting resources on the tables. These cover the seven areas of learning and are based on children's requests from the day before. This does not encourage all children to make fully considered independent choices from the child-accessible storage facilities. Children's personal, social and emotional development is very well promoted, so that they grow self-assured. Teachers from local schools visit during the summer term to meet children, so that they know what to expect when they start school. Therefore, children are effectively prepared emotionally for their move to other settings. Children are highly disciplined in their play with others and spontaneously take turns at using resources.

Staff are superb role models who talk to children politely, and as a result, children copy this and learn to treat others with respect. For instance, during snack time staff remind children to listen while others speak and they learn to wait patiently for their turn. As a result, children are highly disciplined in their interaction with others, as they continue to have regard for the needs of peers, even when staff are away from tables for short periods. Staff promote children's independence generally well, as they provide small jugs so that children can pour their own drinks. They are also encouraged to make choices regarding the fruit they enjoy eating. However, younger children do not always have similar opportunities to fully develop their self-help skills, such as, to put on their coats before outside play. Staff tend to intervene to help, not always ensuring that children only receive minimal assistance. Children develop good awareness of healthy lifestyles. They eat fresh fruit and drink water or milk at snack time when staff talk about the reasons for making healthy choices. Children play outside daily and have opportunities to learn about safety, as they wear hard hats and ear muffs while they pretend to use drills. Staff give priority to children's safety throughout all activities, including their supervision when they use the toilets which are off the smaller room used for quiet activities. There is robust security, because staff ensure the main door to the premises are kept locked at all times. Children's well-being is strongly promoted in the setting.

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

The leadership of the setting is strong, because the directors work closely with the managers and staff to ensure children's welfare is fully promoted. All staff have completed safeguarding training and this means they have a good understanding of the procedures to be followed to protect children. The provider follows effective recruitment procedures to appoint staff and also implements a rigorous induction programme to prepare them for their roles. The leaders of the setting are highly organised and they ensure staff are effectively deployed to supervise children throughout all activities. Staff carry out daily checks of the premises and risk assessments are in place for all outings. Records for procedures are in place and these are accurately maintained with the required information. The provider and staff frequently discuss the running of the setting to review the quality of the provision for children in their care. They monitor the planning and explore how they can best meet children's individual needs. A member of staff, who is the planning coordinator for the setting, ensures that planning accurately reflects the next steps in children's learning. Managers monitor assessments, and as a result, children's progress is significantly supported. Staff are very experienced and well qualified to deliver

superb teaching that expertly promotes children's learning.

The provider is committed to maintaining continuous improvement in the setting. Staff access regular supervision sessions to discuss their practice and also opportunities to maintain their professional development. For instance, all staff have attended behaviour management training and this has enhanced their skills to use highly-effective strategies to promote children's good behaviour. The provider enables staff to actively contribute to the running of the setting in a number of ways. Staff take the initiative to deliver programmes that provide extra support, such as, structured activities to promote children's language skills. This works well for those children whose language skills are not yet at the expected level of development for their age. This means that there is early intervention to start the groundwork before specialist professionals are involved. The provider makes consistent changes in the setting to ensure children's learning and care are well promoted. Since the last inspection, the provider has considerably improved the planning to meet children's individual needs. Information technology equipment is readily accessible, so that children develop their skills in using a range of programmes. There is now an established system to review the ongoing suitability of all staff who work with children. As a result of these changes, the staff very effectively meet the needs of all children.

The provider consistently monitors the views of parents; for example, when they deliver workshops they invite parents' comments. There is superb communication with parents who receive information through a variety of methods. There is open discussion on a daily basis and the planning is displayed where it is readily seen. In addition, staff provider newsletters and parents have free access to their children's electronic records. Staff share all assessments with parents who agree how to move children on in their development, for example, by continuing with activities at home. Partnership working with other professionals is also well established. There is equally good partnership working with other professionals. For example, they provide good guidance, so that staff can effectively support children with special educational needs and/or disabilities. There are children who attend other early years provision and staff share relevant information. This ensures children receive the support they need to make good progress in their learning and development.

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	EY419205
Local authority	Birmingham
Inspection number	851984
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	40
Name of provider	Selly Wick Preschool Playgroup
Date of previous inspection	26/09/2011
Telephone number	0121 6898998

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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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