

Wilkes Green Playgroup

Antrobus Road, Handsworth, Birmingham, West Midlands, B21 9NT



Inspection date	10 June 2015
Previous inspection date	19 July 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The staff team are well qualified and demonstrate a very good understanding of the different ways children learn. They provide them with a wealth of opportunities to promote all aspects of their learning.
- Partnerships with parents are excellent. Staff involve parents in all aspects of their child's learning. They share children's next steps and send activities and books to continue learning at home.
- Staff build excellent relationships with children. They are calm, kind and very attentive to every child's individual needs. As a result, children are extremely happy and emotionally secure.
- Children's speaking and listening skills are promoted very well. Staff model and repeat words to children. They consistently talk to children and question them to encourage them to take part in discussions. All children, including those with English as an additional language, make exceptional progress in this area, given their starting points.
- Safeguarding practice is strong. All staff have a good understanding of their responsibilities to protect children from harm. Risks are effectively managed and robust collection procedures are in place, which effectively promotes children's safety.
- Children's good health is promoted very successfully. Workshops with parents has helped them to develop further knowledge around healthy eating. Children enjoy healthy snacks and have ample of opportunities for fresh air and exercise.

It is not yet outstanding because:

- Activities provided for the most-able children do not always stretch and challenge them, so that they make even better progress.
- Observations of staff's teaching are not always used to learn and reflect on each other's practice.

What the setting needs to do to improve further

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

- use assessments even more precisely to plan activities that challenge the most-able children in their learning, so that they make even faster progress
- develop further the systems for conducting observations of staff's practice, in order to evaluate their skills in teaching and continually drive forward ongoing professional development.

Inspection activities

- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the playgroup's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.

Inspector

Emma Daly

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff know their key children exceptionally well. They identify children's next steps for learning and track the progress they make. Staff quickly identify children with special educational needs and/or disabilities. They put together targeted support plans, which successfully help them to make very good progress given their starting points. However, activities for the most-able children do not always stretch and challenge them. This is because staff do not always use information from their assessments to precisely target learning experiences, so that children make rapid progress. Nevertheless, all children make good progress and are gaining the skills needed to prepare them for school. Staff involve children at story time, they encourage them to relate what they see to past experiences. Children are encouraged to count and recognise numbers and they use mathematical language to talk about shapes and size. Staff question children and allow them time to respond to develop their thinking skills. Children have a vast amount of opportunities to make marks with a wide variety of writing equipment.

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

The well-established key-person system means staff support the individual needs of each child extremely well. Parents comment about how fantastic their child's key person is and how quickly they have settled. Children demonstrate high levels of confidence and self-assurance during activities. This means that emotionally they are extremely well prepared for their move on to nursery or school. Staff act as excellent role models and encourage children to be aware of each other's needs. They consistently use positive praise and reinforcement to promote excellent behaviour. Children are highly engaged in activities and motivated to learn because staff interact exceptionally well with them. They respond to children's needs and praise their efforts and achievements. The highly stimulating outdoor environment provides an abundance of opportunities for children to explore, investigate and to be physically active.

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

The managers have a very good understanding of the legal requirements. All staff are extremely passionate about providing children with the best experiences. They work very well together and managers support staff well in their roles. The manager regularly meets with staff to discuss practice and identify their training needs. However, there is scope to develop performance management further by staff observing and reflecting on each other's teaching skills. Staff regularly disseminate any training they go on back to the team. This means new initiatives are regularly implemented to enhance practice further. For example, staff have introduced communication tools that they send with parents to enhance language in the home. A continual system of self-evaluation means that areas for ongoing development are identified. This ensures that all children benefit from very good opportunities that support their ongoing learning and development.

Setting details

Unique reference number	229021
Local authority	Birmingham
Inspection number	864416
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	40
Number of children on roll	39
Name of provider	Wilkes Green Playgroup Committee
Date of previous inspection	19 July 2010
Telephone number	0121 523 6238

Wilkes Green Playgroup registered in 1984. The playgroup employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, three at level 3 and one at level 2. The deputy manager has an early years degree. The playgroup opens Monday to Friday, term time. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children with English as an additional language and children with special educational needs and/or disabilities.

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