

# Moor Green Playcare Club Ltd



Moor Green Jmi School, Moor Green Lane, BIRMINGHAM, B13 8QP

<b>Inspection date</b>	2 July 2015
Previous inspection date	20 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The staff team are experienced and well qualified. They use their knowledge and skills to provide children with a good quality and stimulating environment for learning.
- Children gain effective skills in readiness for school. They are engaged and motivated in their learning because staff support children well across all aspects of their learning.
- Staff effectively promote children's speaking and listening skills. They continually talk to children, model language and use pictures to reinforce new words. This means all children, including those who speak English as an additional language, are making good progress from their starting points.
- Staff act as good role models and encourage children to be aware of each other's needs. They consistently use positive praise and reinforcement to promote children's good behaviour.
- Safeguarding practice is robust. All staff attend training and fully understand their responsibilities should they have a concern about a child. In addition, there are clear procedures in place to handle the event of an allegation being made against a staff member.
- Effective partnership working with parents, teachers and other professionals enables staff to share information to provide continuity in children's care and learning.

### It is not yet outstanding because:

- Staff do not always use information gathered from their assessments of children's progress to plan activities that effectively challenge more-able children.
- Managers have not yet fully embedded systems to monitor the progress that groups of children are making overall.

## What the setting needs to do to improve further

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

- use assessment more precisely to identify where more-able children can be provided with additional challenge so that they make even more rapid progress
- embed systems to monitor children's overall progress to precisely identify any groups of children where progress is less than expected.

### Inspection activities

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

### Inspector

Emma Daly

## Inspection findings

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

The quality of teaching is consistently good and staff provide a good balance of adult-led and child-led activities. Children's independence is promoted as they are provided with many opportunities to make choices in their play. Staff interact well with children to extend their learning further. They use good questioning to encourage children to think critically and solve problems. For example, as they play with construction materials, staff encourage children to think of the different ways to use them to create structures. Children have ample opportunities to make marks using a variety of writing equipment. Children are proud to show off their achievements, confidently giving meaning to the marks they make. Staff skilfully involve children during story time to promote their early literacy skills. Children develop their mathematical skills as they have lots of opportunities to count and recognise numbers throughout a range of activities. Staff know children well and observe what they can do. They use this information to identify children's next steps and plan for their future learning. However, some staff do not always make the best use of this information to plan very precisely. Consequently, activities for more-able children do not always provide them with enough challenge to support to reach the highest levels of attainment.

### **The contribution of the early years provision to the well-being of children is good**

Children are emotionally secure because they build good relationships with their key persons. Staff effectively use information gained from parents to tailor experiences that meet the individual needs of each child. Consequently, children settle well and gain a sense of belonging. Children have ample opportunities to develop their physical skills. They excitedly join in with dancing sessions and benefit from a stimulating, outdoor environment. Children learn how to do things safely as they skilfully ride bikes and use scooters. In addition, their natural curiosity is sparked as they explore the garden. Older children benefit from visits to their new Reception class. They excitedly talk about their experiences on their return and staff listen well and respond to their comments. This means children are very well supported emotionally with their move to school.

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

The manager has a good understanding of the legal requirements. She is highly qualified and leads her staff team well. She works very closely with them, sharing her expertise to continually enhance practice. Effective supervision arrangements mean training needs for all staff are identified. Staff track the overall progress children are making and use this information to plan for any gaps in their learning. However, the manager has not yet identified ways to compare the progress made by different groups of children to ensure all groups achieve at the highest levels possible. Nevertheless, she effectively monitors the quality of the educational programmes so that staff continually provide good quality experiences for all children. All staff and parents are involved in evaluating the provision, which means priorities for improvement are identified to ensure continuous improvement.

## Setting details

<b>Unique reference number</b>	EY400008
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	860118
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Moor Green Playcare Club Ltd
<b>Date of previous inspection</b>	20 May 2010
<b>Telephone number</b>	01214 645 673

Moor Green Playcare Club was registered in 2009. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one member of staff with Early Years Teacher Status. The setting opens from Monday to Friday, term time only. Pre-school sessions are from 9am to 3pm. There is an out-of-school club that operates from 8am to 9am and from 3.15pm to 6pm. The setting provides funded early education for three- and four-year-old children.

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