

Brownshore Preschool Playgroup

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



Inspection date	15 October 2015
Previous inspection date	20 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers have a clear understanding of the possible signs of abuse and neglect. They know what to do and who to contact should there be any concerns about a child in their care, promoting children's safety and well-being. Robust risk assessments are also in place.
- Staff develop strong emotional attachments with the children. This fosters children's sense of security, which helps them to behave well and build positive friendships with adults and other children.
- Children are encouraged to make their own decisions about where and what they want to play with. Furthermore, staff make sure that all areas of children's learning and development are covered well, both indoors and outdoors. This helps all children to make good progress towards the early learning goals.
- Partnerships with other providers and professionals are strong. Important information is promptly shared. Children benefit as this leads to a consistent and complementary approach to their care and learning.

It is not yet outstanding because:

- Staff do not always provide a high level of support for all parents to continue their child's learning at home.
- Occasionally, staff do not allow sufficient time for younger children to think about and respond to questions.

What the setting needs to do to improve further

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

- enhance children's progress to a higher level by effectively supporting parents to extend their children's learning at home
- enhance younger children's thinking and communication skills by providing more time for them to consider and respond to questions.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to the staff during the inspection.
- The inspector spoke to a selection of parents during the inspection and took account of their views. This includes the provider's parent survey and views expressed in the comments book.
- The inspector spoke to children during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and managers have a secure understanding of the Early Years Foundation Stage and ensure all policies and procedures are precisely followed to promote children's safety. All staff are suitably checked, qualified and experienced. Resources are risk assessed to ensure they are suitable. As a result, children enjoy activities that are developmentally appropriate and that support their varied interests. Leaders and managers make sure that all committee members, staff, parents and children are fully included in the self-evaluation process. Strengths and areas for further improvement are clearly identified and acted upon. The manager monitors the educational programmes and staff performance. She makes sure that practice is strong throughout the setting. As a result, the quality of teaching is good and, consequently, children progress well from their starting points.

Quality of teaching, learning and assessment is good

Prior to their entry at the setting, children's previous learning is clearly identified by staff. Consequently, staff are able to plan precisely for each child from the outset. Staff and parents hold two-way discussions about their children's day. However, discussions about how parents should support their children's learning at home are less frequent. Staff promote children's communication through interaction and providing a running commentary as they play. However, at times, staff do not always allow enough time for younger children to think and formulate an answer before responding to their own questions. Children's literacy skills are well-promoted. Older children enjoy making marks as they scribble on cards and post them to their families. All children enjoy singing and story time. They choose items from the sack that relate to the characters of their favourite books and songs. This engages children's interest and keeps them on task to achieve. During outdoor play, children care for their plants and seek out mini-beasts, showing awe and excitement as insects crawl over their hands. This is one of the ways in which children's understanding of the wider world is effectively promoted.

Personal development, behaviour and welfare are good

Staff support children to explore and investigate their surroundings both indoors and outdoors. Children are reminded to keep themselves and others safe as they move about with enthusiasm. All children learn about their own culture and those of others. They play with a range of resources that depict positive images of different backgrounds and abilities, and explore a range of festivals throughout year. Children are learning about the importance of being healthy. During snack times, they talk about the fruits they are eating. They independently wash their hands before snacks and after outdoor play, and talk about removing the germs. During their outdoor play, children are encouraged to take safe risks, while developing their muscles through exercise.

Outcomes for children are good

Children are well prepared for their move on to the next setting or school. They develop a range of skills as they make good progress towards the early learning goals. Children display high levels of independence and a positive attitude to learning.

Setting details

Unique reference number	218105
Local authority	Staffordshire
Inspection number	1027741
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	12
Name of provider	Brownshore Pre-School Playgroup Committee
Date of previous inspection	20 October 2014
Telephone number	01922 403 255

Brownshore Preschool Playgroup opened in 1992. The setting employs two members of childcare staff. One holds an appropriate early years qualifications at level 4, and the other holds an appropriate early years qualification at level 3. The setting opens on Mondays, Tuesdays and Fridays from 9am until 12noon and Thursdays from 8.30am until 12noon during term times only.

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