

Walmey Pre-School Playgroup

The community Hall, Crawford Rd, Walmley, Sutton Coldfield, West Midlands, B76
1NP



Inspection date

7 January 2016

Previous inspection date

6 November 2008

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Assessments are not used effectively to build on children's interests and next developmental steps. Staff do not always carry out the required progress check for children aged between two and three years.
- The monitoring of children's progress is not rigorous enough to enable staff to quickly identify any gaps in children's learning or development.
- Staff do not always adjust their teaching to consider the needs of younger or more-able children during adult-led activities.

It has the following strengths

- Children are happy and settled in this warm and welcoming playgroup. Staff are good role models and teach children to share and take turns. Consequently, children behave well and develop secure emotional attachments with staff.
- Healthy lifestyles are promoted in the playgroup. Staff provide a range of nutritious snacks and encourage children to talk about healthy foods. Children enjoy a range of activities and exercise to enhance their physical development.
- Partnerships with parents are sound. Management and staff promote a shared approach to children's care and learning needs. Parents are very happy with the provision.
- Staff provide a suitable range of resources to support children in all aspects of their learning. They sit alongside children and interact well with them as they play.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ implement effective systems to observe, assess and monitor children's learning and use this information to identify their individual needs, interests and stage of development, and to plan a challenging experience for each child in all of the areas of learning and development	18/02/2016
■ carry out a progress check for all children between the ages of two and three years; provide parents with a short written summary of their child's development in the prime areas and identify the child's strengths and any areas where the child's progress is less than expected.	18/02/2016

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

- improve the planning and organisation of adult-led activities and adapt experiences to suit the different abilities and needs of the children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager evaluates and reviews the playgroup on a regular basis. She uses the views of staff, children and parents in order to improve the outcomes for children. Staff attend team meetings and have individual supervision meetings. This means that the manager supports their continuous professional development and is able to identify any training needs. Most staff are qualified and have a suitable knowledge of how children learn. Staff generally plan appropriate experiences for children in all areas of learning. However, the monitoring of the educational programmes and assessments of children's progress is not robust, consistent or precise enough. For example, some staff have not completed regular observations of children and have not sufficiently tracked any progress made. Staff have not completed the required progress checks for all children between the ages of two and three years. Managers do not accurately track all children's progress to ensure that any gaps in learning are swiftly identified and closed. Effective links have been established with health and social care professionals. This enables staff to work well with other agencies to meet the individual needs of disabled children and those with special educational needs. Arrangements for safeguarding are effective. Management and staff have a sound understanding of child protection issues and safeguarding procedures. They understand how to keep children safe.

Quality of teaching, learning and assessment requires improvement

Staff use a variety of teaching strategies to engage children in play. Some children are eager to participate and are suitably engaged in activities. Staff encourage older children to identify shapes and count objects. This helps children develop their understanding of mathematics. Children develop muscles in their hands as they use paint brushes to make marks on paper and boxes. Staff's knowledge of what children know and can do is not precise enough. Weaknesses in the assessment process means that staff do not always have an accurate view of what children need to learn next. Consequently, they do not always plan challenging experiences for each child in order to extend their learning. This means that children's progress is satisfactory rather than good.

Personal development, behaviour and welfare require improvement

Staff are consistent in their behavioural expectations. Children generally understand and follow the rules of the setting. Staff gently remind children why they should not do something, such as run inside. Children develop confidence and behave well. Younger and older children develop their social skills as they spend a lot of time playing together. However, staff do not always consider the different ages and abilities of the children during group or adult-led activities. This means that younger children quickly lose interest in some activities and more-able children are not always sufficiently challenged.

Outcomes for children require improvement

All children make steady progress in their learning and development. They gain a range of basic skills to help prepare them for the next stage of their education.

Setting details

Unique reference number	EY372315
Local authority	Birmingham
Inspection number	858118
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	30
Name of provider	Walmley Pre-School Playgroup
Date of previous inspection	6 November 2008
Telephone number	0121 3130374

Walmley Pre-School Playgroup was established in 1967 and registered with the current management committee in 2008. The playgroup employs seven members of staff. Of these, five hold appropriate early years qualifications at level 3. One member of staff is qualified to degree level. The playgroup is open during school term time. It operates from 9.20am until 12.50pm on Wednesday and from 9.20am until 3.10pm on Thursday and Friday. The playgroup provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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