

Walmey Pre-School Playgroup

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



Inspection date

15 July 2016

Previous inspection date

7 January 2016

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

- Dedicated staff are making the most of expert advice and support to accurately reflect on the quality of their provision. They use what they discover to devise and implement detailed action plans. This drives improvements forward in pursuit of excellence and enhances the good outcomes for children.
- Observations and assessments of children's progress help to identify children's next steps for learning. Staff use this information well to shape learning experiences that take into account each child's interests and learning needs.
- Children are eager to play and motivated to choose what they want to do. The environment is bright, welcoming and stimulating, and opportunities are carefully matched to suit the abilities and specific needs of all children attending.
- Relationships with parents are strong. Parents praise the staff for being nurturing and providing an exciting environment with a real homely and family feel.

It is not yet outstanding because:

- Staff have not established robust partnerships with schools that are new to them this year in enough time to help provide children with the highest quality of support during their transfer.
- The manager's monitoring is not focused enough on how the experiences provided impact on the achievements of different groups of children, and is yet to lead to a highly effective programme to help accelerate learning for all children.

What the setting needs to do to improve further

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

- build on the partnerships already in place to include those schools that the playgroup has not worked with before, so that all children receive equally high-quality support during times of change
- focus more sharply on the monitoring of the quality of experiences provided, in order to help staff drive a highly successful learning programme and increase the potential for all children to make outstanding progress.

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 completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She 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 selection of parents during the inspection and took account of their views.

Inspector

Lucy Showell

Inspection findings

Effectiveness of the leadership and management is good

The experienced and well-trained staff understand their joint and individual roles and responsibilities. They efficiently implement all requirements and meet the needs of the children. The arrangements for safeguarding are effective. Staff know what to do should they have any concerns about children's welfare. Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well. Staff practice is carefully reviewed and regular meetings provide opportunities for staff to discuss ideas and share good practice. The morale is high and the team works closely together to identify and set out clear priorities and planned developments. They also consider the views of parents, carers and children. This helps them to focus on areas that will have the most impact on children and their learning.

Quality of teaching, learning and assessment is good

Staff gather a wealth of information from parents about what children already know and can do, when children first start. This helps staff to plan activities and experiences which build on children's prior learning. Staff regularly share details of children's progress with parents and suggest ideas about how learning can be further enhanced at home. They complete clear records to help them track children's good progress, and enable staff to identify any emerging gaps in children's learning. Staff know when and how to seek early intervention, in order to gain additional support and guidance to assist them in adapting practice and meeting the needs of all children. The quality of teaching is good. Skilful staff follow children's lead and involve themselves in children's play. They join the children in the role play cafe and place orders when invited. Children serve the food and drinks then ask for payment before going on to the next customer. Older children enjoy story sessions in small groups. They listen well to the staff who help make the story come alive with careful questioning and animated voices and expressions.

Personal development, behaviour and welfare are good

Children are happy, settle quickly with their key person and receive the individual care and attention that they need to feel secure. They enjoy good opportunities to make decisions and learn new skills within the familiar environment and daily routine. Staff are good role models and use praise and encouragement effectively. Children have helped to devise children's rules. These are displayed on posters around the room and used to remind each other of clear boundaries and how to be kind and considerate during play.

Outcomes for children are good

Children are developing key skills in preparation for the next stage in their learning, and most are successfully supported ready for their eventual move on to school. All children make good progress given their individual starting points. They form strong emotional attachments and show true affection to staff and their friends. Children enjoy varied opportunities that motivate them and increase their independence. They use their imaginations and initiate and extend activities pretending a selection different sized boxes are objects of their own choosing. Outside, children practise their pedalling and climbing skills, using the equipment available and make the most of the fresh air and sunshine.

Setting details

Unique reference number	EY372315
Local authority	Birmingham
Inspection number	1036339
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	35
Name of registered person	Walmley Pre-School Playgroup
Registered person unique reference number	RP528014
Date of previous inspection	7 January 2016
Telephone number	0121 3130374

Walmley Pre-School Playgroup was established in 1967 and registered with Ofsted under the current management committee in 2008. The playgroup employs seven members of staff. Of these, six hold appropriate early years qualifications at level 3. The playgroup is open during school term time only. 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 three- and four-year-old children. It supports children who have special educational needs or disability.

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