

# Kinver Pre-School Playgroup



Room 25, Kinver High School, Enville Road, STOURBRIDGE, West Midlands, DY7 6AA

<b>Inspection date</b>	23 September 2016
Previous inspection date	29 January 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	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

- The quality of teaching is good and results in effective learning. Practitioners are well qualified and have a good understanding of how to promote successful outcomes for children.
- Children enjoy attending this welcoming and friendly pre-school. They play with a good range of toys and resources and are able to make choices about what they would like to do. Challenging activities are planned well to link with children's interests and next steps in learning.
- Practitioners are good role models. They work very well as a team, model good manners and speak respectfully to the children. Children learn how to share, take turns and consider the needs of others.
- Partnerships with other providers, the host school, local schools and agencies are successful and make a positive contribution to meeting children's needs. Parents speak very highly of the provision and the progress children make in their learning.

### It is not yet outstanding because:

- Practitioners do not always obtain enough information from parents about what children already know and can do when they first start, in order to help them plan children's learning fully from the outset.
- The provider does not always focus precisely on how they monitor the progress of different groups of children to help identify gaps in their learning and the provision.

## 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 range of information gained from parents about what their child already knows and can do when they first start and use this information to further support children's learning and development from the outset
- build on the already good monitoring of children's progress to further identify gaps in achievements between different groups of children.

### Inspection activities

- The inspector had a tour of the pre-school and outdoor area.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection. She held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, children's learning and development records and planning documentation. She also looked at the pre-school's self-evaluation form.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children and the committee members.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Jackie Nation

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practitioners demonstrate with confidence their knowledge of the procedures to follow in the event of a concern about a child. Appropriate action has been taken to improve the provision since the last inspection. Procedures to ensure the suitability of committee members have been reviewed and Ofsted have been updated about the current arrangements. Self-evaluation and action plans are ongoing, to build on what works well and identify any areas for improvement. The premises are secure and practitioners are vigilant and supervise the children well. Practitioners help parents to become involved in their child's learning at home. There are some good procedures in place to monitor the quality of teaching and learning, including peer observations. Practitioners are committed and enthusiastic about their role and they are keen to complete further training to enhance their skills and knowledge.

### Quality of teaching, learning and assessment is good

Practitioners have high expectations of what children can achieve. Observations are used well to plan activities to help children move forward in their learning. Practitioners regularly share information with parents to provide them with an overview of their child's learning. Practitioners use their good interactions with children to promote their speech, language and vocabulary. Good conversations evolve while children fill and empty containers in the sand and as they complete puzzles. Practitioners enrich children's mathematical understanding and children learn about position and size, such as 'under' and 'over' and 'big' and 'little'. Children love to listen to stories. They have many opportunities to make marks using paint, chalks and crayons. Children learn about letters and the sounds they make and learn to recognise and write their name.

### Personal development, behaviour and welfare are good

A very positive and nurturing care, learning and play ethos is evident in this pre-school. Practitioners form close bonds with children and this promotes children's emotional well-being. Children show good independence skills for their age and pour their own drinks at snack time. They learn to keep themselves safe as they use equipment, such as scissors. Partnership with the local school is particularly good, which supports a seamless move for children when they move to school. Children's health and physical development is promoted well. They enjoy being active and show pride in their achievement when they can balance on a low beam. Children learn about the local area and nature while out on walks where they collect conkers and leaves for their collage pictures.

### Outcomes for children are good

Children get off to a good start in their learning and they achieve well in readiness for school. Children make choices about their play and develop confidence in speaking in a group. Children learn some simple rules to help develop positive relationships with others. They are praised in their achievements which are also displayed on the 'Tree of kindness'. Children use their imagination well through role play and dressing up and have good opportunities to develop their creative skills.

## Setting details

<b>Unique reference number</b>	218175
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1039360
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Kinver Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP903943
<b>Date of previous inspection</b>	29 January 2016
<b>Telephone number</b>	07531 977468

Kinver Pre-School Playgroup was registered in 1992. It is situated in Kinver High School in Kinver, Staffordshire. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to 6. The pre-school is open Monday to Friday during term time only. Sessions are from 9am until 11.50am and from 12.30pm until 3.30pm.

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