

# Baby Gems Playhouse

St. Johns Vicarage, Darnley Road, BIRMINGHAM, B16 8TF



## Inspection date

14 October 2016

Previous inspection date

19 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Robust recruitment, staff performance and development procedures ensure the provider and staff are well qualified, knowledgeable and confident about their roles. They supervise children effectively and promote their good health during well-managed routines and skilfully foster children's purposeful play during rich and varied activities.
- The provider and staff's good relationships with parents ensure children's care, learning and development needs are clearly understood and met. Parents feel well informed about their children's routines, activities and achievements. They appreciate the provider and staff's sensitive advice regarding managing their children's behaviour and ideas for their children's learning at home.
- Children really enjoy attending the pre-school and out-of-school club. The kind and enthusiastic provider and staff reassure and encourage children and make sure they know what is happening next and what is expected of them. Children soon get to know routines and eagerly join in activities in the child-friendly surroundings.
- Staff's accurate assessments and effective information sharing with parents ensure they fully understand children's starting points and ongoing developmental needs. Staff's effective teaching and individual support for children contribute to often significant improvements in children's behaviour, understanding and skills. All children make good progress, including those with developmental delay.

### It is not yet outstanding because:

- Although staff have a sound knowledge of children's abilities and stage of development, their targets for individual children's future learning are not always precise or ambitious enough to ensure children consistently progress at the highest level.
- Staff do not always successfully foster children's listening to each other and turn taking in speaking to encourage less confident children to join in discussions.

## What the setting needs to do to improve further

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

- set more precise and ambitious targets for children's future learning to help them to make high rates of progress
- consider additional ways to encourage children to listen to each other and take turns in speaking during group activities and discussions.

### 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 provider.
- The inspector held a meeting with the provider and the other director. She looked at relevant documentation, such as the pre-school's self-evaluation form and action plan and evidence of the suitability of staff working at the pre-school.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took account of parents' views from her discussions with them during the inspection and from their written feedback to the provider.

### Inspector

Rachel Wyatt

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection the provider and staff have extended the pre-school's provision to include well-received sessions for younger children. They have continued to draw on their expertise and effective monitoring to make further improvements. Parents' suggestions and ideas from visiting other settings have been followed up to enhance the presentation of activities and teaching of early literacy. The provider and staff consistently reflect on the quality of teaching and learning and readily make adjustments to help children to achieve. This and effective training and support ensure their teaching is good.

Arrangements for safeguarding are effective. The provider and staff complete safeguarding training, often discuss safeguarding scenarios and review procedures. They have a sound knowledge of abuse, neglect and of local safeguarding procedures. The provider and staff carefully monitor children's welfare and work conscientiously with families and other agencies to keep children safe.

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

The provider and staff skilfully interact with children. They praise and enthuse children so they are keen to take part, often concentrate well and try hard. During adult-led and free-choice activities staff encourage and coach children effectively to extend their understanding and skills. This includes developing their good pencil control, formation of letters and safe use of more-challenging wheeled toys. Staff expertly consolidate children's understanding of numbers and letters by linking activities and songs and by using visual aids. Children recognise their name label at registration time, discuss initial letter sounds, sing a song about the alphabet and make marks on paper and other materials. Children in the after-school club enjoy varied activities which complement their learning in school.

### Personal development, behaviour and welfare are good

Children behave well. Staff ensure they know what is expected of them and encourage them to share, cooperate and to be helpful. Children are helped to be socially and emotionally ready for their future learning. In out-of-school club sessions, younger children relish opportunities to play with older children who often show them kindness and attention. Staff encourage children to discuss their feelings and provide opportunities for them to express these in their play. Children are well cared for. They make healthy choices about what to eat and drink and independently manage their personal care. Staff ensure children sleep in comfortable and quiet surroundings. Children are physically active. They safely and competently move in different ways and when using apparatus and wheeled toys. Children are kept safe. Staff encourage them to safely move around the premises and to correctly use toys and equipment.

### Outcomes for children are good

Children are well prepared for school. They are confident, eager and resourceful learners who express themselves well. Additional funding is used effectively to extend children's physical skills, creative drawing and use of information technology. Children confidently link letters and sounds and some children form recognisable letters. They accurately use numbers for counting and compare and recognise shapes and colours.

## Setting details

<b>Unique reference number</b>	EY411377
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1059870
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 14
<b>Total number of places</b>	50
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Baby Gems Playhouse Limited
<b>Registered person unique reference number</b>	RP905760
<b>Date of previous inspection</b>	19 November 2012
<b>Telephone number</b>	07949106798

Baby Gems Playhouse was registered in 2010. The pre-school employs six members of childcare staff, including the provider. She has a foundation degree in early years. The other staff hold appropriate qualifications at level 2 or 3. The pre-school opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The pre-school offers before- and after-school sessions during term time and playschemes during the holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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