

# Selly Wick Preschool Playgroup

37-47 Raddlebarn Road, Birmingham, B29 6HH



## Inspection date

19 June 2018

## Previous inspection date

3 December 2014

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

- Staff give a high priority to keeping children safe. They carry out thorough risk assessments and remove any hazards, to help to maintain children's safety.
- Parents comment they are very pleased with the progress their children make, particularly in developing their language and social skills. Parents receive information about their children's achievements in the pre-school, along with suggestions on how they can support their children's learning at home.
- Staff know the children well and develop strong bonds with them. Children are confident with high levels of self-esteem. They behave well and use good manners.
- The manager has good systems to monitor children's development, identify gaps quickly and ensure children receive any additional support they may need. Any identified gaps in children's learning are addressed through early intervention and partnership working with external agencies, health professionals and parents.

### It is not yet outstanding because:

- On occasions, staff do not take account of the space available when planning activities and so children cannot always fully engage in the activity, and lose some enthusiasm.
- At times, some staff do not give children enough time to develop their own thoughts and ideas as, occasionally, they over direct activities.

## What the setting needs to do to improve further

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

- consider further the most effective use of space when planning activities, to extend children's high levels of participation
- give children more time to explore, investigate and develop their own ideas independently.

### 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 carried out a joint observation with the pre-school manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the pre-school manager. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments and accident records. She discussed the pre-school's self-evaluation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

### Inspector

Karen Laycock

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are alert to any possible signs of abuse and neglect or children who may be at risk of extreme views and behaviours. The manager provides regular opportunities for staff to reflect on their own practice. She implements effective procedures to ensure the safe recruitment and ongoing suitability of staff. Robust procedures are in place for when visitors come into the pre-school. For example, staff explain the pre-school's mobile phone policy and highlight the areas that are restricted in order to maintain children's privacy. The manager's regular reflection on the service helps her to identify the pre-school's strengths and weaknesses. For example, she has supported the staff to develop their teaching skills and strengthened the educational programme for mathematics.

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

Overall, staff use their good teaching skills to help children to make good progress in their learning. Children have opportunities to play with a wide range of toys and resources. Staff help children to develop their mathematical skills. For example, children like to create metal sculptures using large magnetic rods and balls. Staff help to reinforce children's prior learning, such as encouraging them to build three-dimensional shapes. They encourage children to count and make comparisons as they play and during routines. Staff seize opportunities to extend children's language skills. For example, they talk to children during their play to help them build on their vocabulary. They praise children as they repeat new words. This helps to promote children's communication.

### Personal development, behaviour and welfare are good

Children play in a very welcoming, vibrant environment. They enter the pre-school eager to spend time with their friends. Staff teach children the importance of a healthy lifestyle effectively. Children are excited as they pick the fresh strawberries they have grown in the pre-school garden. They are keen to help to prepare the fruit for their snack. They know they must wash their hands before handling food and after using the toilet. Children enjoy the time they spend in the well-resourced outdoor area. They talk enthusiastically about the forthcoming sports-day event. They are keen to practise for their races. Children have a good awareness of the effect exercise has on their bodies. Successful links with local schools support children to make smooth transitions when the time comes. Children are learning to do things for themselves. For example, they can put on their coat and manage their own personal needs.

### Outcomes for children are good

All children make good progress from their individual starting points. They are developing a positive attitude towards learning. Children are confident communicators. They talk confidently at group times. They are beginning to recognise and write the initial letter of their name. Children are developing essential key skills that will assist them as they move to the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	EY419205
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1105208
<b>Type of provision</b>	Full-time 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>	30
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Selly Wick Preschool Playgroup
<b>Registered person unique reference number</b>	RP530256
<b>Date of previous inspection</b>	3 December 2014
<b>Telephone number</b>	0121 6898998

Selly Wick Preschool Playgroup registered in 2010. It opens Monday to Friday, from 9am to 3pm, during school term times. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 10 staff working directly with the children, nine of whom hold appropriate early years qualifications at level 3 and 6. One member of staff has qualified teacher status.

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