

# Whitecrest Playgroup

Whitecrest, Great Barr, Birmingham, West Midlands, B43 6HQ



## Inspection date

Previous inspection date

3 July 2018

18 September 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Ofsted has not been provided with all the relevant information about changes to committee members, to enable suitability checks to be carried out.
- Although staff understand that they need to keep a record of children's attendance, they do not complete the register daily with children's actual hours of arrival and departure.
- The designated lead person for safeguarding has not ensured that staff understand their roles and responsibilities to protect children from being drawn towards extreme views and behaviours.
- Leaders do not implement rigorous systems for supervising staff, particularly to ensure staff receive consistent ongoing support and to improve their knowledge and skills.
- Systems for tracking the progress made by different groups of children are still being developed, to support staff to identify any gaps in achievement even more precisely.

### It has the following strengths

- Children settle well. Staff are caring and considerate towards children's feelings, especially when they first start at the pre-school. Children quickly form emotional bonds with staff and demonstrate that they are comfortable in their surroundings.
- Staff promote children's independence well, such as through routines and accessibility to good-quality resources, indoors and outdoors. This motivates children to explore.
- There are good relationships with parents. Staff provide resources and ideas to parents to support their children's learning at home.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that Ofsted is provided with the necessary information to ascertain the suitability of all committee members in a timely manner	04/08/2018
■ ensure that the daily record of children being cared for on the premises includes accurate hours of their attendance	05/07/2018
■ ensure that the designated lead person for safeguarding attends training to gain an up-to-date knowledge and to support staff to have a clear understanding of their duty to prevent children from being drawn towards extreme views and behaviour.	04/09/2018

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

- build on the monitoring systems for different groups of children, to enable staff to quickly address any differences in achievement
- enhance supervision processes to more comprehensively evaluate all aspects of practice and identify areas for further training and development.

## 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 held a meeting with the manager and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documentation, including children's learning records and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

## Inspector

Jacqueline Coomer

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Ofsted has not been provided with the necessary information about all committee members. This means that Ofsted has not been able to carry out the full checks on the adults who are responsible for the pre-school and recruitment of staff. The manager and staff are not up to date with current safeguarding legislation on how to recognise when children may be at risk from extreme views and behaviours. Despite this, other aspects of safeguarding are suitably implemented by the manager. Staff understand how to recognise possible signs and symptoms of abuse. They are confident in the procedures to follow if they have any concerns. Appropriate staff deployment means that staff supervise children fully and maintain adult-to-child ratios. The manager evaluates and monitors the quality of teaching and learning. For example, she works alongside staff and regularly observes teaching. Staff maintain good links with the host school, which helps to support children when they move on to the next stage in their learning.

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

Staff are experienced and knowledgeable. They plan interesting and exciting activities that engage and enthuse children. Staff promote children's communication and language skills well. They ask children a good range of questions, helping them to confidently talk about their knowledge and extend their thinking skills. Parents state that their children enjoy attending and they eagerly talk about the various play experiences undertaken. Parents comment positively about how much progress their children have made in their speaking skills since starting at the pre-school. Staff observe and assess children's learning effectively, which helps them know children's capabilities well. Staff encourage children's interest in stories, including through sharing a favourite book. Children excitedly join in saying the repeated phrases and predicting what might happen next. Children delight in singing favourite songs and playing parachute games in the fresh air. The well-qualified staff use consistently good methods of teaching.

### Personal development, behaviour and welfare are inadequate

Children's welfare is compromised because the pre-school committee does not meet all of the safeguarding requirements. However, in other aspects, their welfare is suitably supported. Children arrive happy at the pre-school and quickly settle to their chosen play. Staff are positive role models for children. They encourage polite behaviour and teach children valuable skills, such as how to share and take turns. Children develop good self-care skills and a strong sense of responsibility and independence. For example, they enjoy creating their own sandwiches at snack time. Children behave well.

### Outcomes for children are good

All children make good progress. They gain the key skills to help in preparation for school. Children are beginning to understand mathematical concepts, such as measure, shape and number. They sit and listen attentively to well-read stories. Children are confident and use their inventiveness. For example, they imagine a building block model to be a crocodile, a boat or a tractor. Children's physical development is good.

## Setting details

<b>Unique reference number</b>	255213
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1127716
<b>Type of provision</b>	Sessional 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>	3 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Whitecrest Playgroup Committee
<b>Registered person unique reference number</b>	RP901918
<b>Date of previous inspection</b>	18 September 2015
<b>Telephone number</b>	0121 358 6348

Whitecrest Playgroup registered in 1991. The pre-school employs two members of staff, both of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Thursday, during term time only. Sessions are from 8.35am until 12.20pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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