

Church Of Ascension Pre-School Playgroup

Chatterton Hall, 93b School Road, Birmingham B28 8JQ



Inspection date	2 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- Managers and staff give high priority to children's safety. They make regular checks of the premises to identify and remove any hazards. The manager has effective procedures in place to check the ongoing suitability of staff.
- The quality of teaching is good. Staff are well qualified and understand how children learn and develop. Children are keen learners who persevere. All children make good progress from their individual starting points.
- Staff provide good support to enable children to develop their early writing skills. They offer enjoyable activities to strengthen hand muscles, promote independent mark making and give focused support to help children to link letters to the sounds that they represent.
- Managers support staff to undertake a variety of training courses. Staff use the skills gained to enhance children's enjoyment in the pre-school and improve their learning outcomes.
- Managers closely monitor children's progress and swiftly instigate interventions to close any gaps in learning. They offer effective one-to-one support and work closely with other professionals, such as speech and language therapists.

It is not yet outstanding because:

- Staff do not consistently gather as much information as possible from parents about what children already know and can do when they first start to enable them to plan even more precisely for children's progress from the earliest stage.
- Occasionally, staff do not fully promote the youngest children's learning during group activities that have a mix of children of different ages and abilities.

What the setting needs to do to improve further

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

- obtain more in-depth information from parents about children's prior learning when children first start
- improve the support for the youngest children during activities with children of mixed ages and abilities to extend their learning further.

Inspection activities

- The inspector observed different activities indoors and outdoors and assessed the impact these had on children's learning. The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the manager and nominated individual. 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, accident records and attendance records. She discussed the pre-school's self-evaluation with the manager.
- The inspector checked evidence of staff suitability and qualifications.

Inspector

Karen Laycock

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of their roles and responsibilities to keep children safe. They have a secure knowledge of the potential signs of abuse and know what action they would take in the event of a concern about a child's welfare. Recruitment and vetting processes are robust to help ensure the suitability of adults working with children. The manager monitors staff's practice closely and provides coaching and ongoing training opportunities to improve their performance. This has a positive impact on children's progress. Parents are very complimentary about the pre-school. They comment that their children make good progress from their starting points, particularly with their social and communication skills. Self-evaluation is purposeful and effective and includes the views of parents, staff and children. The manager and her team continue to make ongoing improvements that benefit children.

Quality of teaching, learning and assessment is good

Overall, staff use their teaching skills effectively to help children to make good progress in their learning. Children are provided with good opportunities to develop their language skills. Staff engage them in conversations, introducing new words to help to build their vocabulary. Staff encourage children to be imaginative and they interact well with them during their self-chosen play. For example, a member of staff becomes a patient in the hospital role play. Staff subtly weave mathematics into children's play as they encourage children to count as they wrap the bandages. Children talk on the pretend phone and imaginatively cook dinner for the patients. Staff encourage children to manipulate dough and use simple tools to help to enhance their small-muscle skills. Staff promote children's early reading skills well. For example, they read to children and encourage them to predict what happens next.

Personal development, behaviour and welfare are good

Staff are kind and caring. They give children equal attention and are extremely respectful. Staff are good role models. They demonstrate good manners and kindness. They use effective behaviour management strategies to promote positive behaviour. Children behave well. Children listen politely to each other as they take turns to talk about how they will celebrate a forthcoming festival with their families. Staff teach children about the importance of keeping safe. For example, children learn to wash their hands before they eat their meals. Children develop strong bonds with their key person. Children are provided with healthy and nutritious snacks each day and have plenty of opportunities for fresh air and physical activities.

Outcomes for children are good

All children make good progress in their learning. They learn to cooperate, take turns and respect others. Children learn to count, compare size and learn to match quantity to numerals. They gain independence in their self-care skills. For example, they put on their coats and help to tidy up after they have completed their activities. Children develop the skills and attitudes they need to support their future learning, such as school.

Setting details

Unique reference number	EY499138
Local authority	Birmingham
Inspection number	10076731
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	28
Name of registered person	Church Of Ascension Pre-School Playgroup
Registered person unique reference number	RP901140
Date of previous inspection	Not applicable
Telephone number	01217772255

The Church of Ascension Pre-School Playgroup re-registered in 2016. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday, during term time only. Sessions are from 9am to midday.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

