

# Anglesey Playgroup

Nursery Road, Hockley, Birmingham, West Midlands B19 2YA



<b>Inspection date</b>	9 October 2018
Previous inspection date	8 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- Staff in this small, family orientated playgroup are highly knowledgeable about how young children learn. The sharply focused planning ensures all children's learning styles are addressed and children make rapid progress in relation to their starting points.
- Children, including those who have special educational needs and/or disabilities, thrive in this stimulating environment. Staff go the extra mile to ensure children get the support they need and to help them make substantial progress. They work extremely well with other agencies so that children and parents get comprehensive support.
- Staff provide extensive updates for parents and fully involve them in their children's learning and development, in the setting and at home. Parents share glowing feedback about the playgroup. They describe it as a place where their children play very happily, flourish and make considerable progress. They also enthuse about the staff who they describe as being very approachable and welcoming.
- The extremely well qualified and knowledgeable staff and management team have an excellent drive for improvement. This, coupled with an extremely strong focus on staff's ongoing development, helps to continually enhance the excellent quality of teaching.
- Staff regularly assess the children's abilities and make commendable use of their observations to plan next steps that help children to move on in their learning rapidly.
- Staff expertly adapt their teaching to cater for all children, including those who have a delay in their development. For example, they skilfully and consistently use hand gestures and visual symbols for signing words. These combined methods contribute remarkably to children's understanding, communication and language development.

## What the setting needs to do to improve further

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

- review the already excellent routines for children, particularly with regards to ensuring all children consistently maintain handwashing.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on learning and development.
- The inspector completed a joint inspection of an activity with the manager.
- The inspector looked at a sample of documents, including the suitability checks of staff and a range of policies and procedures.
- The inspector spoke with parents during the inspection and took into account their views.
- The inspector held a meeting with the committee and manager. Together, they reviewed relevant documentation, including recruitment processes, and discussed self-evaluation and priorities for improvement.

### Inspector

Jennifer Turner

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The manager and staff are highly vigilant and have a thorough understanding of their duty to protect children and the procedures to follow regarding a child protection concern. All staff are extremely confident in identifying and supporting children who may be at risk from harm. Children's welfare is central to all they do. Management has a well-embedded policy for staff recruitment and robust vetting procedures. They support staff superbly through regular meetings, observing teaching and providing opportunities for training. Leaders and staff continuously evaluate and improve practice. For example, staff use knowledge from training to provide focused activities to improve children's speech and language. This has helped to raise staff's teaching to an outstanding level. However, on occasion, some staff do not consistently maintain the excellent care routines.

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

Children are eager to learn and benefit significantly from an excellent mix of adult-led and child-initiated activities. Staff make learning exciting. Children delight in sand play as they fill and empty different sizes and shapes of containers. Children love water play as they explore objects that float or sink and then count the number of ducks that float. Children begin to recognise their names. They find their name card and parents help them to write their names on the board. They celebrate achievements together, developing self-confidence and literacy skills. Staff provide an extremely wide range of exciting activities throughout the playgroup. For example, children make connections in their play as they explore a range of real fruit and vegetables in the sensory area and home corner. They pretend to cook pasta and rice outdoors in the mud kitchen and play doctors.

### Personal development, behaviour and welfare are outstanding

Staff have high expectations of all children and the very effective key-person system supports children's emotional well-being superbly. All children enthusiastically explore their surroundings. For instance, they discover natural objects with interest and excitement as they explore the smell and taste of a range of fruits. Children then paint the fruits to make prints. Children gain wonderful first-hand opportunities to expand their understanding of people, families and communities through creativity, imagination and innovative teaching. Tolerance and respect are embedded into everyday practice through routines, for instance, as children are encouraged to share and take turns. Staff are consistently polite towards children and they copy this.

### Outcomes for children are outstanding

All children are rapidly progressing given their starting points. Children use a wide array of resources extremely successfully to support their early reading and writing skills. Children skilfully navigate programmes on the computer. They acquire the key skills required in preparation for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	229135
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10061573
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Anglesey Playgroup Committee
<b>Registered person unique reference number</b>	RP903017
<b>Date of previous inspection</b>	8 October 2015
<b>Telephone number</b>	0121 464 4382

Anglesey Playgroup registered in 2000. The playgroup opens Monday to Friday, during school term times. Sessions are from 9am to midday and from 12.30pm to 3.30pm. Two members of childcare staff are employed. Both hold appropriate early years qualifications to degree level. The playgroup provides funded early education for two-, three- and four-year-old children.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

