

Whitecrest Playgroup

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



Inspection date	4 December 2018
Previous inspection date	3 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- The manager and staff have worked hard to address the weaknesses raised at the last inspection. Rigorous processes are used for self-evaluation and implementing action plans, which include the views of local authority advisers. As a result, the pre-school is continuously improving.
- Children appear happy and ready to learn when they arrive at this warm and friendly pre-school. Staff are good role models and children form close attachments to them. This promotes children's sense of belonging and emotional well-being.
- Staff help children to learn what is expected of them. They teach children to share, take turns and look after the toys and resources. Children behave well.
- Strong partnerships and effective communication between parents and pre-school staff help to ensure children's care and learning needs are met. Parents receive regular updates on their child's achievements and progress. Parents are very complimentary about the quality of the provision.
- Staff quickly identify children whose achievements are below what is expected for their age. They work very well with parents and other professionals to help to support these children. This helps to make sure children who have special educational needs and/or disabilities make good progress given their capabilities.
- Professional development is not sufficiently focused on raising the quality of teaching to the highest level.
- Staff do not consistently use their knowledge of children's individual learning needs to plan precisely for their next steps in learning to help them make rapid progress.

What the setting needs to do to improve further

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

- strengthen performance management and develop staff's practice even further to raise the standard of teaching to a consistently higher level
- make the best use of assessment information to target teaching more precisely on helping children to achieve their next steps in learning at a faster rate.

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 spoke with the manager, 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 some parents during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection procedures and they know how to manage any concern they may have about a child's welfare. They understand how to identify when children may be at risk of being exposed to extremist views. Staff implement effective risk assessments to help to minimise risks to children. This helps to ensure their safety and welfare as they play. The manager monitors the progress that individual children and different groups of children make. This helps her to identify and address any gaps in learning. Staff benefit from regular meetings and supervision processes which are used to identify any support or training needs to help to improve outcomes for children.

Quality of teaching, learning and assessment is good

Most staff are qualified and understand the link between children's play and how it helps them to make progress in their development. Staff ensure they provide children with interesting activities that engage them in learning. For instance, during outdoor play, staff encourage children to look at the natural world around them. Children show an understanding of shape, colour and size as they explore leaves, stones and branches. Staff skilfully weave mathematical language into activities throughout the session. For example, during a physical session in the school hall children learn about concepts, such as 'over' and 'under'. Children have great fun and extend their large-muscle skills as staff encourage them to move in a variety of ways.

Personal development, behaviour and welfare are good

Snack time is a social occasion and staff use this time effectively to develop children's speaking and social skills. Staff and children talk to each other companionably as they enjoy healthy and nutritious drinks and snacks. Children demonstrate good manners as they say 'please' and 'thank you'. Staff have developed good relationships with the on-site school that most children move on to. Children benefit from visits to the school and teachers are invited to meet children in the pre-school. Staff share information about each child with their new teachers. These strategies help children during their transition time from the pre-school to school.

Outcomes for children are good

Children develop good independence and social skills. For example, they take their own shoes on and off and help to serve food at snack time. They learn to play cooperatively and form friendships. Children develop good speaking skills. They confidently engage in conversations with staff, other children and unfamiliar adults. Mathematical skills are emerging. Children show an awareness of number, size and shape during activities, such as sand play. Children demonstrate early writing skills as they make marks with pens and pencils. They are beginning to recognise simple words, such as their name on their water bottles. Children clearly have fun and genuinely enjoy the warm interactions with staff. They gain valuable skills that prepare them well for the next stage of their education.

Setting details

Unique reference number	255213
Local authority	Sandwell
Inspection number	10080245
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	3 - 4
Total number of places	16
Number of children on roll	14
Name of registered person	Whitecrest Playgroup Committee
Registered person unique reference number	RP901918
Date of previous inspection	3 July 2018
Telephone number	0121 358 6348

Whitecrest Playgroup registered in 1991. The pre-school employs three members of staff, two 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. The pre-school provides funded education for three- and four-year-old children.

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