

Potters Cross Pre-School Playgroup

Methodist Church Hall, Enville Road, Kinver, Stourbridge, West Midlands
DY7 6AB



Inspection date	28 February 2019
Previous inspection date	1 February 2016

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

This provision is good

- Leaders demonstrate a strong commitment to improving the quality of the provision to benefit children. Leaders regularly reflect on practice and action plans are used well to prioritise areas for improvement to enhance outcomes for children further.
- The well-qualified, experienced and dedicated staff have a very good knowledge of how young children learn and develop. Staff hold high expectations of what children can achieve. Staff plan a broad range of interesting experiences that help children make good progress.
- Staff provide a very welcoming and caring environment for children. Children are very happy and settled. They benefit from plenty of attention, reassurance and praise. This supports their emotional well-being very successfully.
- Children's behaviour is very good. Staff are good role models who speak to children in a kind and respectful manner. They help children learn how to behave towards others by being kind, sharing and taking turns. Good manners are promoted, and children are beginning to learn about the needs of others and the wider world.
- Partnerships with parents, local schools and other professionals work very effectively. Older children benefit from opportunities to visit the local school for stay-and-play sessions. They speak confidently about their visit and what they enjoyed, including drawing and playing outside. This makes a strong contribution to meeting children's needs and to support a smooth transition on to their next phase in learning.
- Leaders do not yet monitor the progress of different groups of children to make sure every child is supported to reach the highest levels of attainment.
- Sometimes, staff do not always consider the needs and abilities of different children during adult-led activities, to support individual children's learning in the best possible way.

What the setting needs to do to improve further

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

- build on the already good monitoring of children's progress to further identify gaps in achievements between different groups of children
- review planning for adult-led activities to consider more effectively the best possible learning outcomes for individual children.

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 to staff and children at appropriate times during the inspection. She held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, accident records, children's records and planning documentation. The inspector checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

Inspector

Jacqueline Nation

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a robust understanding of their role and responsibility to keep children safe and secure. Staff demonstrate their knowledge of the procedures to follow in the event of a concern about a child's welfare. Staff are deployed effectively to make sure children are supervised well. This is particularly evident during busy arrival and departure times. Effective procedures are in place to check staff's suitability for their role. Staff complete training to develop their skills and knowledge further. Leaders monitor the quality of teaching and learning. Staff assess what children know, understand and can do from when they join the setting. Staff keep parents well informed about the progress their children make. Learning journal records are shared with parents and show children's enjoyment and achievement. Parents comment very positively about the provision and the supportive staff team. They say their children enjoy their time in the setting and have come on in 'leaps and bounds'.

Quality of teaching, learning and assessment is good

Good teaching helps children to acquire the skills and capacity to develop and learn effectively. Staff engage children in meaningful conversations to encourage children's communication and language skills. All children develop an interest in books, they listen well to stories and sing songs. Children are keen learners and make choices about what they would like to play with. Young children become engrossed in small-world play, playing alongside each other with road tracks and cars. Children use their imagination well as staff engage them in pretend play. They talk about going on a journey and the different modes of travel they can use. Some children decide they are in a speedboat or sit on the bus with their tickets.

Personal development, behaviour and welfare are good

Children are looked after well and enjoy their time in this inviting environment. Staff work well with other professionals to meet children's individual needs and help them make progress. All staff have a good rapport with children and provide praise for their achievements. Staff foster children's good health successfully. Children follow good hygiene routines and have opportunities to spend time outdoors. They like to ride bikes and scooters in the hall and play circle games. Staff plan activities to help children learn about other cultures and traditions. This helps children develop an understanding of diversity beyond their own immediate experience. Children learn about keeping safe on outings. For example, staff talk to children about road safety before a trip to the local school. Children talk about wearing their 'visi' vests and holding hands.

Outcomes for children are good

All children develop the underpinning skills and confidence they need for their future learning and starting school. Children's early literacy and mathematical skills are progressing well. Children learn to recognise their name and practise their mark-making skills while painting and manipulating dough. Older children listen carefully to staff and each other during group times. Young children join in with number songs and are beginning to identify shapes such as a triangle. Children are active independent learners who thoroughly enjoy making choices about their play.

Setting details

Unique reference number	218207
Local authority	Staffordshire
Inspection number	10072564
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	50
Name of registered person	Potters Cross Pre-School Playgroup Committee
Registered person unique reference number	RP520141
Date of previous inspection	1 February 2016
Telephone number	07742616192

Potters Cross Pre-School Playgroup registered in 1992. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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