

# Walmley Pre-School Playgroup

The community Hall, Crawford Rd, Walmley, Sutton Coldfield, West Midlands B76 1NP



<b>Inspection date</b>	8 March 2019
Previous inspection date	15 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The pre-school playgroup continues to be a strong provision. Staff use effective methods to support children's learning. They observe, monitor and assess children's progress accurately. Staff plan, based on what children need to learn next. All children, including those who speak English as an additional language, make good progress in their learning.
- Staff have developed exceptionally good relationships with parents and share information about children's progress effectively. Parents especially appreciate the exceptional service and care that their children receive. They highly praise all staff and comment that there is nothing they would change.
- The key-worker system is effective, and children make secure relationships with staff. The staff are nurturing and meet children's welfare and emotional needs well. This helps them to settle quickly in the welcoming and stimulating environment.
- Staff plan a wide range of engaging activities that give children new experiences. Children make choices about where they play and how they use resources.
- Support for children with special educational needs and/or disabilities is good. Staff work closely with parents, and exceptionally well with other professionals, to meet the needs of the children. This makes a significant difference in helping all children to develop and achieve to their best potential.
- Staff have not fully considered how they can support quieter children to develop their confidence in group situations, so that all children have the opportunity to speak and be listened to.
- Not all staff make the most of some activities to consistently encourage younger children's language development even further.

## What the setting needs to do to improve further

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

- improve the organisation of group activities to ensure all children are given the opportunity to speak and be listened to
- ensure staff make the most of opportunities to consistently enrich, challenge and extend developing language skills of younger children.

### Inspection activities

- The inspector observed the quality of teaching, activities, and supervision inside and outside, and assessed the impact of this on children's learning.
- The inspector considered the views of the parents spoken to on the day of the inspection.
- The inspector held a leadership and management meeting with the provider and spoke to the staff and children present at appropriate times during the inspection.
- The inspector completed a joint observation, evaluated the quality of teaching and learning, and discussed this with the provider.
- The inspector sampled documentation, including policies, children's assessments and evidence of the suitability of staff working in the pre-school playgroup.

### Inspector

Johanna Holt

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The provider and staff have a good understanding of the procedures to follow if they have concerns about a child's welfare. The provider has a parent volunteer rota, so parents can be involved and offer support to the setting. They come and read stories with the children or help with snack time. This allows the qualified and well-experienced staff to concentrate on adult-led activities with children. The provider and staff have regular meetings to discuss both the progress of their key children and planning ideas for children's ongoing learning. The manager tracks the progress of individuals, as well as groups of children, to help identify possible gaps in their learning. This ensures children receive targeted support to swiftly and rapidly close any gaps.

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

Staff have a good understanding of how children learn. They use effective methods to gain a detailed understanding of children's needs when they first attend the setting. For example, staff work closely with parents to gather information about their child's stage of development and also that of their routines. This helps staff to plan for children's next steps in learning. Staff use the information that they gather well, to provide a range of activities that are interesting and exciting, and engage children in learning. They actively engage in children's play, supporting and extending their learning. For example, staff encourage children to count the animals hidden in the shaving foam and make different shapes. The children relish these opportunities to count and use mathematical language. Staff skilfully question children to consider what happens when they take one or two away to further increase their mathematical knowledge and understanding.

### Personal development, behaviour and welfare are good

Children arrive at the setting happily and confidently. They are greeted and welcomed by staff and supported to settle at an activity. Staff support the individual needs of every child effectively, helping them to feel safe and secure. Children enjoy nutritious snacks and drinks. They are taught good hygiene practice as they wash their hands after messy play and before eating, to make sure their hands are clean and germ free. Children have good opportunities to participate in outdoor activities. Staff help children to understand the importance of being kind, helpful and considerate to others. For example, staff remind them to ask if their friends want stickers putting on their pictures before they stick them on. Children excitedly use stickers to make collages and place stickers on each other's work saying 'well done'.

### Outcomes for children are good

All children develop good skills that will help them in their next stages of learning. They are curious about new people and keen to learn. Children talk confidently with the inspector and show her their artwork and messy hands. They develop good social skills and build friendships. For example, they take turns outside when filling the car with 'petrol'. Children develop good hand-to-eye coordination as they use tools to 'unscrew' the plaques on the wall outside. They develop early literacy skills as they identify their name on the wall, take it down to copy the letters and learn to write their names.

## Setting details

<b>Unique reference number</b>	EY372315
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10074101
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Walmley Pre-School Playgroup
<b>Registered person unique reference number</b>	RP528014
<b>Date of previous inspection</b>	15 July 2016
<b>Telephone number</b>	0121 3130374

Walmley Pre-School Playgroup was established in 1967 and registered with Ofsted under the current management committee in 2008. The playgroup employs seven members of staff. Of these, one holds a degree in early childhood studies and six hold appropriate early years qualifications at level 3. The playgroup is open during school term time only. It operates from 9.20am until 12.50pm on Wednesday and from 9.20am until 3.10pm on Thursday and Friday. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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