

# Inspection of Baby Gems Playhouse

St. Johns Vicarage, Darnley Road, BIRMINGHAM B16 8TF

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Inspection date: 25 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children enjoy the time they spend in this welcoming setting. They make good progress from their starting points because staff plan activities that support children's next steps in learning. Children investigate as they jump on sensory paint boards to change the colour and make patterns. Staff ask them what colours they can see and what colours they are making as the paints mix together. Children pretend to be dinosaurs as they stamp and jump on the paint. Children settle quickly to their chosen activity. They investigate as they pour water onto a water wheel and watch it turn. Staff extend the activity as they introduce mathematical concepts such as full and empty. Children are encouraged to count how many scoops of water it takes to fill a jug and they competently count from one to 10. Staff make their own resources to support children to name, recognise and match shapes and numbers. Children play in a safe and secure environment. This is a pack-away setting so staff put out activities before children arrive. However, children know where the resources and activities are kept and what is available. Consequently, they can choose at any time what they would like to play with.

### What does the early years setting do well and what does it need to do better?

- The manager is dedicated, hands on and strives to ensure children receive the best possible care and learning. Since the previous inspection, she has worked tirelessly alongside her staff and the providers to make the necessary improvements to raise the quality of the provision. She has introduced peer observations to help staff evaluate fully the quality of teaching and children's enjoyment of activities. Staff benefit from regular supervision meetings and training to enable them to continually enhance their knowledge and skills.
- Children's literacy skills and communication are given high priority. They find their names when they arrive and post them in a box. Staff help children to pronounce letters and sounds correctly. They introduce phonics into play situations and group activities. Children enjoy looking at books and listening to stories.
- The manager and staff continually observe and monitor the progress children make. They recognise where children may need additional help or support and plan activities that help children to achieve their full potential.
- Children's behaviour is good. Staff model turn taking and sharing and remind children to use good walking feet when they are inside. Children play well together. They are extremely polite and use lovely manners. Children form close relationships with their key person and other staff. They choose their own key person depending on who they build relationships with. This ensures that children settle quickly and have a familiar adult to trust. Children seek staff out for a reassuring cuddle if they are upset or tired, and actively involve them in their games.

- Partnerships with parents are strong. Staff share information with parents about what their child has enjoyed and how to support children's learning at home. Parents are happy with the progress their children make. They say that staff are very supportive, friendly and approachable, and that they receive a full report on their child's day.
- Children go for walks on a daily basis. They look for different-coloured leaves and can say if they are big or little. Staff ask children questions about the colours and sizes of the leaves. However, children do not always have time to process their thoughts as staff sometimes answer the question or ask another in quick succession. Children look at berries and staff teach them that they must not eat these because they could make them poorly, and that they are for the birds and squirrels. Staff introduce new words, such as 'prickly' and 'spiky', when children find horse chestnuts. Children learn how to keep themselves safe when they are on outings. They know that they look and listen as they cross the road.
- Children's good health is promoted well and they enjoy healthy meals and snacks. Older children learn how much sugar is in different foods. They are surprised by the amount of sugar in a can of fizzy drink. Children know that vegetables make us big and strong and give us healthy teeth. However, lunch is not organised effectively. Staff do not communicate with each other if lunch will be late, so children sit and wait for a prolonged period of time. Although staff introduce singing and musical instruments, eventually children become disinterested and restless as they wait.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the types and signs of abuse. The manager has introduced a safeguarding board which clearly displays staff's responsibilities. Staff know who to contact if they are concerned about a child's welfare. All staff have attended safeguarding training and the manager checks their understanding through questionnaires and during staff meetings. There is a robust mobile phone policy in place. Parents and older children understand why they are not allowed to use their phones when they are in the setting.

## What does the setting need to do to improve?

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

- provide children with time to process their thoughts and answer questions for themselves
- organise lunchtime more effectively so that children do not sit around for prolonged periods of time.

## Setting details

<b>Unique reference number</b>	EY411377
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10112537
<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>	Full day care
<b>Age range of children</b>	2 to 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Baby Gems Playhouse Limited
<b>Registered person unique reference number</b>	RP905760
<b>Telephone number</b>	07949106798
<b>Date of previous inspection</b>	29 May 2019

## Information about this early years setting

Baby Gems Playhouse registered in 2010. The setting employs five members of childcare staff who work in the pre-school, the before-and after-school clubs and the holiday playscheme. All staff hold relevant qualifications at level 2 and level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 7.30am until 3pm. Before-and after-school sessions operate from 7.30am until 9am and from 3pm until 6pm. The holiday playscheme runs from 7.30am until 6pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

## Inspection activities

- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector completed a joint observation and a learning walk with the manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- A meeting was held with the manager. The inspector looked at relevant documentation, including children's details and evidence of the suitability of staff working in the nursery.
- The views of parents were taken into account during the inspection.

We carried out this inspection 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.

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