

# Inspection of Immanuel Preschool Playgroup

Immanuel Church Hall, Highters Heath Lane, Hollywood, Birmingham, West  
Midlands B14 4TG

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Inspection date: 6 February 2020

<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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled at this welcoming and inclusive pre-school. They are warmly greeted by staff at the start of the day and happily separate from their parents or carers. Children develop their concentration skills as they enjoy listening to stories read to the whole group. They are encouraged to join in with familiar parts of the story. Children are learning to stay safe while taking managed risks. For example, they develop their physical skills as they negotiate the climbing frame in the school playground. They know that they must wait for staff to be close by to provide help before climbing down the ladder. Children's communication and language skills are supported well. Staff engage children in frequent and meaningful conversation and discussions. Children confidently express their feelings and opinions to staff and visitors.

Staff have high expectations and children behave well. Children play harmoniously together and develop strong friendships with each other. They show respect and tolerance to their peers. Staff thank children for their kindness and consideration, helping to promote a caring and inclusive environment. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning. They are acquiring the skills they need to help support their future learning, including moving on to school.

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

- The quality of teaching is good. Staff have a clear understanding of how young children learn and develop. They adapt their teaching skills well according to children's ages and abilities. They use what they know of children to plan effectively for their next steps in learning.
- Children are motivated learners and enjoy taking part in the good range of activities on offer. They confidently make choices in their play. Children develop their independence. They help with tasks such as sweeping up and tidying away. Children also tend to their own personal needs and independently go to wash their hands when they get messy while making play dough.
- The key-person system is effective. Staff get to know children well. They follow children's interests and individual needs during activities. This enables all children, including those with SEND, to join in and participate with the opportunities on offer.
- Staff use good methods to manage children's behaviour. They respond in a calm and positive manner, giving children age- and stage-appropriate explanations. Staff encourage children to resolve conflicts themselves and give them frequent praise and encouragement for their good behaviours.
- Staff have close links with the adjacent school. Children have regular opportunities to play in the school playground and visit the school daily to have

lunch in the hall with the whole school. This helps to emotionally prepare the children for their move to school.

- Staff support children's mathematical development effectively. Children are encouraged to count as they add the spoons of flour to their bowl when making play dough. They confidently name shapes and explore how colours change as they mix the blue and red paint together to make purple.
- Children have fun throughout the day. They initiate their own play and readily invite others to join their play. For example, children squeal with laughter and show great delight as they play on the ride-on toys, attempting to transport boxes from one side of the room to the other.
- Although staff consistently use good methods of teaching, there is scope to expand on their professional development even further to help raise the quality of teaching to the highest possible level.
- Partnerships with parents are good. Staff share regular information with them about their children's progress. However, information-sharing with some other settings attended by children could be built upon to further promote continuity in children's care and learning experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

Committee members, managers and staff have a robust knowledge of the procedures to follow to protect children from harm. They are confident with the possible indicators of abuse and neglect, and act in a timely manner to share any concerns they may have. Good induction procedures ensure new staff are familiar with the setting's safeguarding policy. Staff are aware of the procedures to follow should they have concerns about the conduct of a colleague. They maintain a safe environment and supervise children well.

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

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

- extend the current opportunities for staff to enhance their professional development and acquire expertise and skills that will help them to deliver the very highest level of teaching
- build on the information shared with other settings children attend, to further promote continuity in their learning.

## Setting details

<b>Unique reference number</b>	510027
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10072977
<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 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Immanuel Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP905314
<b>Telephone number</b>	07979 237800
<b>Date of previous inspection</b>	20 January 2016

## Information about this early years setting

Immanuel Preschool Playgroup registered in 1993. It employs five members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 5. The pre-school opens Tuesday to Friday during term times. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Tompkin

## Inspection activities

- The inspector toured the premises with the manager and discussed the plans to promote children's learning. The quality of teaching was observed and the impact this has on children's learning was assessed.
- The inspector completed a joint observation with the manager.
- Discussions were held throughout the inspection with the manager, staff and children.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The views of parents were taken into consideration by engaging in discussions with a number of parents.

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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