

# Inspection of Brownshore Preschool Playgroup

Essington Community Centre, Hobnock Road, Essington, WOLVERHAMPTON WV11  
2RF

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Inspection date:

26 February 2020

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### The provision requires improvement

Children arrive at the pre-school happy and settle into their day well. Children form close attachments with staff, which helps them to feel safe and secure. The environment is bright, clean and attractively laid out with a broad range of resources which are accessible to children. Children listen intently to stories read by staff. They roar and giggle as staff build anticipation. Staff communicate well with children. As a result, children are developing good language and communication skills. Staff provide regular activities for children to practise their mark-making skills. Children are developing some of the skills they need to move on to their next stages in learning and for their eventual move on to school. Children are confident. They learn to be independent and manage their personal care skills well. Older children wash and dry their hands independently and younger children do so with support from staff. However, not all areas of good health are promoted effectively during this part of the routine. The pre-school staff gather information from parents which they use to help children to settle in. Parents say that their children are happy and that they receive a good level of care. They say that on occasion, they discuss their children's development with staff.

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

- The committee does not fully understand that Ofsted must be provided with information about new members of the committee to enable all the appropriate suitability checks to be completed. However, some checks have been obtained, including Disclosure and Barring Service checks, and ongoing suitability is monitored.
- The manager has a range of documentation in place. However, some documents are not detailed enough to ensure the efficient management of the setting.
- The manager ensures that mandatory training for staff is kept up to date to ensure they have the knowledge to carry out their duties and responsibilities. However, the monitoring of staff practice is not yet effective enough to improve their personal effectiveness to raise the quality of teaching practice and delivery of the curriculum.
- Overall, staff plan activities well. At times, the daily routines do not support children to be engaged in purposeful learning experiences. That said, children are keen to take part in the activities that do interest them, such as in the role-play area. They use their physical and coordination skills to make tea using real resources; they add teabags and pour milk and water into their crockery. Staff help children to think about what they need to add next.
- Staff know the children well. They make observations of children's learning which contribute to their regular assessments. They use assessment information to plan for what each child needs to learn next. However, staff do not use all opportunities to gather information from parents from the start, to help them to

plan precisely for what children need to learn next. Opportunities to discuss children's development with parents are not fully established.

- Staff provide information about children's learning to settings where children move on to. However, where children attend more than one setting, staff do not use opportunities well to share learning information with the other settings to benefit the continuity of learning for those children.
- Children enjoy playing outdoors where they build structures with small branches and talk about what they are doing. Staff ask questions to help children to use their imagination. Children have fun filling and emptying water in different-sized jugs. They pour water on the ground to make puddles. They take delight in splashing in the water as they jump up and down.
- Children sit together with staff to eat their lunch. They discuss the food they eat and are helped to understand what is healthy. However, at times, children's understanding of good health is not fully promoted during handwashing routines.
- Children behave well. They respond well to the positive behaviour strategies that staff use. They learn to be respectful of each other and use manners well. They are helped to understand the similarities and differences in themselves and to be respectful of our communities.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the signs and symptoms that indicate that a child may be at risk of abuse. Regular checks on the environment ensure that it is safe for children to attend. Staff have a clear knowledge of the procedures to follow in the event of concerns about a child or if an allegation is made. The committee does not have a secure understanding of when they must provide Ofsted with information about new members to enable all suitability checks to be completed. However, the Disclosure and Barring Service checks are carried out, which ensures that the possible impact for children is minimised.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
make sure that children's good health is fully promoted, with particular regard to handwashing	31/03/2020

improve monitoring of staff practice and provide support and coaching to improve their personal effectiveness and raise the quality of teaching and the delivery of the curriculum higher	31/08/2020
make sure that Ofsted is provided with required information about new committee members to enable all suitability checks to be completed	31/03/2020
improve the changes between daily routines so that children are supported to remain engaged in purposeful learning experiences at all times.	31/03/2020

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

- establish more-effective partnerships with parents and other settings that children attend, to create a two-way flow of information about children's learning and development
- improve the accuracy and content of documentation to ensure that sufficient detail is contained in all areas

## Setting details

<b>Unique reference number</b>	218105
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10065985
<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>	26
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Brownshore Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP520132
<b>Telephone number</b>	01922 403 255
<b>Date of previous inspection</b>	15 October 2015

## Information about this early years setting

Brownshore Preschool Playgroup registered in 1992. The pre-school employs three members of childcare staff, all of whom hold early years qualifications at level 3. The pre-school operates from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzanne Taylor

## Inspection activities

- A learning walk was conducted by the pre-school manager and the inspector to learn about how the environment is arranged and how the curriculum is organised.
- The inspector and the deputy manager completed a joint evaluation of an activity. The inspector observed the quality of teaching during the inspection.
- The inspector spoke to parents, staff and children at appropriate times during the inspection.
- A meeting was held between the pre-school manager and the inspector. The inspector reviewed documentation, including policies and evidence of the suitability of those working with the children.

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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