

Inspection of Alphabets @ Cofton

Cofton Primary School, Wootton Road, Birmingham, West Midlands B31 4ST

Inspection date: 28 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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, settled and have strong relationships with staff. They confidently select what they wish to play with and follow their own ideas. Children eagerly greet their friends. They enjoy spending time outdoors where their learning continues. Children enjoy making marks with paintbrushes and buckets of water. Some children start to write the letters that form their names. Children see numbers in the environment and have some opportunities to develop their understanding of mathematical concepts. Staff encourage children to share their own experiences and they listen intently to what children have to say. They skilfully ask questions to support children's developing language and communication skills. Children have many opportunities to learn about diversity and the wider world. They talk about themselves as they learn about similarities and differences. Children enjoy creating self-portraits, looking into mirrors to identify the colour of their eyes and hair, and talking about their features. Staff use this time to build children's confidence and encourage them to recognise their individuality. Behaviour is very good. Children are respectful, kind and caring towards each other. Staff support them as they learn to negotiate for toys during activities. Children understand the importance of listening to what each other has to say, to take turns and to share. Staff gather basic information from parents about their child when they first start at the setting. Communication is good and daily discussions keep parents informed about their child's day.

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

- Staff take time to build close partnerships with parents. They visit children at home before coming to the pre-school. This enables children to become familiar with them and meet them in a relaxed and familiar environment. This, followed by several visits to the pre-school, encourages children to settle easily. Staff gather required information about each child, although routines for gaining information about children's development on entry are not yet fully established to enable them to plan for learning from the start.
- Staff use their observations of children involved in activities to assess their abilities and plan for the next steps in their learning. Learning journals are regularly shared with parents, who are encouraged to share their own comments and observations of their child's interests and learning at home. Regular meetings take place between parents and staff to share progress.
- Children enjoy singing songs and rhymes. They choose props from a large song box, for example a small teapot or a crocodile and some monkeys, to use as they sing and help to identify which song they have chosen. During circle time, children talk about the weather, identify the day of the week and count how many people are present at pre-school. However, staff do not make the most of these opportunities to enhance children's awareness of mathematical concepts,

such as simple addition and subtraction.

- Staff meet the emotional needs of the children well. They give cuddles and reassurance to children if they are unsure. Staff encourage children to become involved in activities with them until they feel ready to explore and follow their interests. Staff's positive interaction and recognition of children's efforts and achievements help to build their confidence and self-esteem.
- Managers are supportive of staff. Individual supervisions take place to recognise their good practice and identify ways to support them even further, including accessing training courses to enhance their knowledge and skills. For example, developing arrangements for planning activities to support learning even further.
- Children enjoy healthy snacks, and drinks are always available. Staff work closely with parents to ensure the contents of children's lunch boxes are healthy. Displays support parents' awareness of the importance of exercise and fresh fruit and vegetables on their child's bodies. Staff reinforce this through activities and during conversations at mealtimes. Individual dietary and medical needs and preferences are known by staff and detailed care plans are drawn up to ensure children's safety and well-being.
- Effective communication with parents once care begins means that children's progress, changing needs and developing interests are shared. Parents speak positively about the staff and the service they and their children receive. Managers and staff actively seek the views and opinions of parents, and use these to evaluate and enhance the provision.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given high priority. Managers and staff conduct thorough risk assessments before children come to the setting each day. They remain vigilant throughout the day regarding safety. Managers and staff are fully aware of the signs that may indicate a child is at risk from harm and neglect. This also includes children who may be at risk of being drawn into extremism. They know the referral procedures to take if concerned about a child in their care. Effective procedures are in place to ensure the suitability of all staff, and records of visitors to the setting are maintained.

What does the setting need to do to improve?

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

- review opportunities to enhance children's awareness of mathematical concepts, such as simple addition and subtraction
- enhance the arrangements for gathering information from parents about their children's development on entry, in order to inform planning from the start.

Setting details

Unique reference number	EY313625
Local authority	Birmingham
Inspection number	10061586
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 11
Total number of places	20
Number of children on roll	21
Name of registered person	Longbridge Childcare Strategy Group
Registered person unique reference number	RP520595
Telephone number	0121 477 6279
Date of previous inspection	10 July 2015

Information about this early years setting

Alphabets @ Cofton registered in 2005. The pre-school employs four members of staff. Of these, two have relevant qualifications at level 3 and one has a level 6 qualification. The pre-school opens Monday to Friday from 8.45am until 2.45pm. The out-of-school club runs from 7.30am to 9am and from 3pm to 6pm during term time, and from 7.30am to 5pm during the school holidays. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tracey Boland

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.
- The inspector completed joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager and looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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