

# Inspection of Old Fallings Playgroup

United Reform Church, Old Fallings Lane Low Hill, Wolverhampton, West Midlands  
WV10 8BH

---

Inspection date: 26 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

On arrival, children receive a welcoming 'good morning'. They are eager to explore the environment and enjoy their play. Children develop good relationships with their peers and the staff. For example, they engage in back-and-forth conversations together. Children listen well to their peers' ideas for play. They confidently share their experiences with others to recall prior events. Staff give children time to talk and to respond to questions. Children practise their language skills as they serve pretend food through the window of their role-play shop. They benefit from an environment which ignites their imaginations. Children press invisible buttons to dispense pretend ice cream. They make 'swirling' noises to incorporate sounds into the experience. Children spontaneously use found objects to represent other things. For example, they use a bowl as a phone. They place the bowl to their ear and say 'hello'.

Children benefit from learning experiences indoors and outdoors. They dig in the sand and transport the collected sand into other areas of the garden to enhance their own learning. Children develop good gross motor skills as they stomp on a pile of sand. They are happy as they move their whole body. Children develop secure fine motor skills as they make pretend pizzas. They roll and press the dough and give explanations for their creations. Staff provide children with many choices within their environment. Children explore a variety of materials to create a desired effect. For example, they use the end of a wooden spoon to press the dough flat.

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

- The manager, in partnership with her team, has built a curriculum which enhances learning outcomes for all children, including those with special educational needs and/or disabilities. Staff constantly adapt the curriculum, based on the current needs of children in the group. For example, the manager identifies the negative impact that the COVID-19 pandemic has had on children's language development. As a result, the manager prioritises this area of improvement through staff training. Staff use a 'screening tool' to identify children who are at risk of falling behind. They reflect on historical targets shared by other professionals to enhance outcomes for speech and language.
- Children benefit from regularly taking storybooks home, which enhances their communication, language and literacy skills. Staff share online activities with parents to support children's education during the school holidays. This ensures that children continue to make progress. Parents say that communication with the playgroup is very good. They feel that they are kept well informed about plans for their children's future learning.
- All children benefit from a purposeful environment which is planned to enhance their interests and developmental needs, including those who speak English as

additional language. For example, dens enhance children's interests in small spaces outdoors. Together, children sit inside the den playing and learning. They develop excellent friendships. Staff identify the benefits of using children's interests to encourage engagement and independent learning.

- Children benefit from key persons who have a rounded view of their characteristics and abilities. As a result, they make good progress from their starting points. Staff focus on what children need to learn next. They support children's next steps during play. The manager conducts regular staff meetings to ensure that staff practice benefits the needs and behaviours of all children. At times, staff do not consider the importance of giving children an explanation to why behaviours are not acceptable.
- Staff place high importance on children's personal, social and emotional development. They assess each child's level of need, in partnership with parents, to ensure that children settle well. Parents say that staff work well with other professionals to support their children's needs. They are overwhelmed with how well their children are supported to settle.
- Children learn about making healthy food choices. However, staff do not make full use of daily routines to consistently help children to learn about good hygiene practices.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection and safeguarding issues, including female genital mutilation and the 'Prevent' duty. They have a secure understanding of different types of abuse and cause for concern. Staff know the correct procedures to follow should they have concerns about a child's welfare. They receive broad safeguarding training, including videos to enhance their professional development. The manager works collaboratively with local authority welfare officers to strengthen policies and procedures. Staff are confident to whistle-blow should they have concerns about a member of staff. The manager and committee have robust procedures in place to ensure that staff are deemed suitable to work with children.

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

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

- revisit self-care procedures to ensure that staff consistently promote good hygiene routines
- enhance teaching to help children to understand fully the consequences of their actions.

## Setting details

<b>Unique reference number</b>	224931
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10234385
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	25
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Old Fallings Park Playgroup Committee
<b>Registered person unique reference number</b>	RP517436
<b>Telephone number</b>	01902 861 961
<b>Date of previous inspection</b>	13 September 2016

## Information about this early years setting

Old Fallings Playgroup opened in 1970 and operates under the governance of a committee within a church. The playgroup employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am to 11.30am. The playgroup provides funded early education for two- and three-year-old children. It supports a number of children with special educational needs and/or disabilities.

## Information about this inspection

### Inspector

Mikaela Stallard

## Inspection activities

- This was the first routine inspection the playgroup received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the playgroup.
- A joint observation was carried out by the inspector and the manager.
- The manager and the inspector had a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and safeguarding policies.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022