

Inspection of Fox Hollies Forum Preschool And Playscheme

Fox Hollies Forum, Greenwood Avenue, BIRMINGHAM B27 7RA

Inspection date: 7 June 2022

Overall effectiveness

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed with a warm smile by staff. They settle quickly to a variety of activities and have the option to have breakfast if they are hungry. The staff build strong relationships with their key children, who settle very quickly. They get to know the children and interact well with them. However, they do not build on information about children's prior experiences enough or use this to plan accordingly for children's next steps in learning. There are some weaknesses in the leadership and management of the setting which impact on consistency of staff practice. Teaching is variable and some staff do not focus on what they want children to learn. This means that some children do not benefit from challenging experiences. They lose interest and often flit from one thing to the next.

All children enjoy the outside area. They play together with respect and tolerance. Children line up to take turns playing with the basketball. Staff are quick to help children follow rules and reward them with praise. Some of the older children show the younger children the worms they find while digging for bugs. Children's independence is promoted well. They are encouraged to put on their own wellington boots and are offered support when needed. They are beginning to problem-solve and take measured risks as they use tyres, wooden beams and crates to build an assault course. They balance along beams and staff help and support those children who need extra reassurance.

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

- Staff offer support to children with special educational needs and/or disabilities. They have built close links with parents and other professionals to ensure referrals are completed in a timely way. Targets are set to make sure children make progress in their learning. Staff put in place targeted support for children with special educational needs and/or disabilities. Staff spend one-to-one time with those children who need it, to help them to access an inclusive environment.
- Children enjoy exploring the outside area and using equipment to build an assault course. Staff support children to persevere with chosen tasks.
- Staff promote equality and diversity well. Children take part in activities which help them to learn about festivals, communities and traditions beyond their own. For example, children enjoy learning about The Queen's Platinum Jubilee as they play with cardboard cut-outs of castles and London buses.
- Children have opportunities to play and explore. They are developing some age-appropriate key skills. However, staff do not consider how to gain more information when children first start to plan accordingly for children's individual needs. Next steps are generic and do not support children's individuality. The learning opportunities provided do not support children to consolidate, then build

on, their learning further. This means children do not make consistently good progress and are not prepared well enough for the next stage in their development.

- Staff's well-being is considered and staff work really well together to support each other. The new manager is developing within the role and some training needs of staff are identified. However, inductions and supervisions do not focus enough on supporting staff to gain up-to-date knowledge to help them fully understand their roles and responsibilities.
- The manager has not identified gaps in staff knowledge quickly enough to develop staff practice and raise the standard of teaching. Some of the staff have a strong understanding of the curriculum intent but this is not consistent for all staff. This means teaching is variable and, at times, staff fail to identify learning opportunities available.
- Children's communication and language are generally supported within the setting. Staff talk to children and ask questions to test their understanding. During some group sessions, staff read to children and sing familiar songs for them to join in with. However, when children request another story, they are told there is no time, and staff continue with singing. Therefore, there are times when staff do not take account of children's interests or adapt experiences to promote children's engagement and learning.
- Parents give positive feedback about the setting. They speak about how approachable all the staff are and how the children enjoy coming.

Safeguarding

The arrangements for safeguarding are effective.

The manager has identified areas of training for staff and has put in place online training to allow staff to develop their knowledge of safeguarding. Policies and procedures are implemented, and the staff know the local procedures if they have a concern about a child. Staff have a general understanding of risks to children and are alert to the signs and symptoms of abuse. The premises are safe and secure, and risks to children are identified and minimised. All staff's suitability is checked to ensure all staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the induction and supervision arrangements for staff, and ensure that all staff have a good understanding of updated guidance and legislation, so that they are fully aware of their roles and responsibilities	07/09/2022
develop staff's knowledge and understanding of the curriculum, and identify ways to further develop staff's teaching to improve the quality of education	07/09/2022
identify and use children's prior learning experiences to plan successfully and identify clear next steps, to build on what children already know and can do, to help them make consistent progress in their learning.	07/09/2022

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

- adapt experiences to promote children's engagement and learning which take account of children's interests.

Setting details

Unique reference number	EY561430
Local authority	Birmingham
Inspection number	10194430
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	51
Name of registered person	Fox Hollies Community Association Charity Incorporated Organisation
Registered person unique reference number	RP561429
Telephone number	01217060652
Date of previous inspection	Not applicable

Information about this early years setting

Fox Hollies Forum Preschool And Playscheme registered in 2018. There are seven members of staff; all hold a qualification at level 3 or above. The setting operates term time only and for five days a week. Opening hours are from 8.45am to 11.45am, and from 12.15pm to 3.15pm. There is also an option for children to stay for lunch. The setting provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jos Bucknall

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector carried out a joint observation of a painting activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times 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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