

# Inspection of Four Oaks Pre-School Playgroup

Edge Hill Road, Four Oaks, Sutton Coldfield, West Midlands B74 4PA

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Inspection date: 27 January 2023

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Good

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

### **The provision is outstanding**

Children flourish at this inspiring playgroup. As they arrive, children and their families receive a warm welcome. In turn, children confidently leave their carers and are eager to join the staff and begin their learning. Children, including the youngest, are deeply involved from the outset. They display lots of confidence and joy as they sing and dance. Children enthusiastically point to different body parts as staff help them to follow action songs and remember the words.

Children learn in a calm, nurturing atmosphere. They are exceptionally well supported by the dedicated staff team, who create exciting and highly effective opportunities for children to develop and succeed. Children's individual interests and fascinations are included in the curriculum. They often arrive in their favourite dressing up costumes. Children are incredibly happy, motivated learners and behave impeccably.

Children benefit from spending plenty of time in the rich, well-considered outdoor area. Younger children put on their wellington boots and splash in puddles. Staff help them to count 'one, two, three' as they jump. Older children push wheelbarrows, concentrating as they carefully navigate spaces. They excitedly use chalk to draw on the floor and talk with staff and each other about what they are drawing. Staff are always nearby, encouraging children to develop new skills, and provide support whenever needed.

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

- The manager has a great deal of experience in early years. She has a very clear vision for the playgroup. She has put highly effective procedures in place to create a caring, inclusive setting with children and families at the heart of it. The manager has the highest expectations and is equally sensitive to staff needs. Consequently, staff feel extremely well supported. The whole team are hugely passionate, committed teachers who genuinely enjoy spending time with the children.
- Carers, including grandparents, are overwhelmingly positive about the playgroup. They praise staff for their tireless hard work and kindness. Carers say that communication with the playgroup is fantastic. They fully understand what their children are learning. Carers comment that their children often speak highly about the playgroup at home. They say that staff go above and beyond to get to know them as a family, which supports children to settle and quickly make significant progress.
- Staff's knowledge of individual children is impressive. They have a superb understanding of what each child can do and the skills they need to develop next. Staff are particularly competent in supporting children with special

educational needs and/or disabilities (SEND). They work closely with carers and specialist services to ensure that children receive the best possible care and teaching. As a result, all children, including those with SEND, make excellent progress from their starting points.

- The playgroup provides a vast range of meaningful opportunities for children to learn about other communities. Children routinely learn about diversity. Parents and staff are actively encouraged to share the important celebrations of their own culture. Recently, a group of parents brought in resources, including a Chinese dragon costume, to celebrate their Chinese New Year. Staff work tirelessly to broaden children's experiences and their understanding of the world around them.
- Staff are highly effective at promoting exercise and healthy eating to children. The playgroup has recently achieved a local award in acknowledgement of their best practice. Families are involved in a healthy lunchbox scheme, and staff actively talk to children about nutritious foods. Children have a class toy, named 'healthy bear', who they enjoy taking home. Back at the playgroup, children delight in talking about the physical activities and foods that they shared with him. In turn, children are developing a deep understanding of leading a healthy lifestyle.
- The teaching of communication and language is prioritised. Managers recognise that the COVID-19 pandemic has impacted the starting points of many children. As a result, they have put targeted programmes in place to support children's communication and language development. Staff routinely use sign language and visual prompts to engage those children who are reluctant communicators, and those who speak English as an additional language. They take time to learn words in children's home languages to help them to settle. Staff have created a language-rich environment, where children have many opportunities to write, listen to and read stories, tell their own stories and sing. There is a lovely buzz of back-and-forth conversation throughout the day. Because of this, children become capable, assured communicators and are exceptionally well prepared for their next stage of learning.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff attend regular safeguarding training. They have a broad, in-depth knowledge of child protection issues and their duty to protect children. They understand how to recognise the signs and symptoms which could indicate that a child is in danger of harm, and are confident to report any concerns. Managers check staff's understanding through regular supervisions and conversations. Additionally, the team attend training to ensure their knowledge around individual children's illnesses and allergies is precise. This ensures they are vigilant in keeping these children safe. All staff hold in-date paediatric first-aid certificates. Children's learning areas are clean and safe from hazards. Staff carry out daily checks to minimise any potential risks in the environment.

## Setting details

<b>Unique reference number</b>	229110
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10263299
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Four Oaks Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP911362
<b>Telephone number</b>	07966 147 584
<b>Date of previous inspection</b>	27 April 2017

## Information about this early years setting

Four Oaks Pre-School Playgroup registered in 1993 and is situated in Four Oaks, Sutton Coldfield. The setting employs 10 members of childcare staff. Of these, nine hold relevant childcare qualifications at level 3 and above. The setting is open Monday to Friday, during term time only. Sessions are from 9am until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Daley

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Meetings and discussions were held between the inspector, the manager and the deputy manager at different times during the inspection.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector carried out a joint observation with the manager to observe the quality of teaching.
- The inspector observed activities, indoors and outdoors, and observed interactions between staff and children.
- The inspector spoke to children, staff and parents 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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