

Inspection of Hundred Acre Pre-School Playgroup

18 Goodwood Drive, SUTTON COLDFIELD, West Midlands B74 2JG

Inspection date: 27 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed at the setting. Staff greet children warmly with smiles. They settle in well to play with resources and activities that interest them. Children have fun during activities and are keen to learn. They take great pleasure as they fully engage in an activity with arctic animals. They make attempts to free polar bears and fish that are trapped in the ice. They readily share resources with each other. For example, children strengthen the muscles in their hands while using pipettes to add warm water to melt the ice. They giggle together with staff and their peers as the water splashes out. Children talk about how the ice melts in their hands. They learn and begin to use new words, such as 'freezing' and 'melting'.

Children behave well. They routinely use good manners. Children respond well to the guidance from staff to take turns to use resources with their peers. Children show positive attitudes and enjoy learning. They gain the skills and understanding they need to prepare them for their next stages in learning and the eventual move on to school.

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

- The manager is passionate and has designed a comprehensive curriculum which provides children with the sequence of learning they need to build on their skills and understanding. Staff know the children well and have clear intentions for what they want children to learn. They use information from their observations to plan stimulating experiences that interest and engage children. As a result, all children, including those with special educational needs and/or disabilities (SEND) make consistently good progress from their starting points.
- Staff ensure that activities and experiences are inclusive, to enable all children to fully engage. They effectively liaise with parents and outside professionals to ensure that children with SEND receive the support they need.
- Staff generally model communication and language well. During interactions they skilfully use open-ended questioning to extend children's thinking and learning. Children engage in lots of interesting conversations with staff. However, at times, staff do not always provide children with enough time to think before responding to their questions.
- Children have abundant opportunities to make choices and lead their own learning. For example, children join in with 'wake up and shake up' activities in a music and movement session, or continue their uninterrupted play in other areas of the room.
- Children develop their mathematical knowledge during play. For example, they practise counting while filling containers with cups of sand. Staff describe the sizes of sandcastles as 'big' and 'small'. Later, children begin to use these words

independently in their play.

- Children learn about living a healthy lifestyle. For example, they are provided with healthy snacks and give information to parents about healthy lunch box ideas. Children learn to grow their own fruit and taste these when they are ready. This contributes to children's understanding of how to make healthy choices.
- Children learn about keeping good hygiene routines. They wash their hands independently. However, children do not routinely have opportunities to develop their independence and complete tasks for themselves that they are capable of, such as dressing in outdoor clothes and preparation for lunchtime.
- Children enjoy being active. They are keen to express themselves through singing, rhythm time and games. For example, they eagerly follow the actions and sing familiar songs alongside enthusiastic staff.
- Staff help children to learn about the similarities and differences our communities in a range of ways. For example, through sampling home-cooked foods from different cultures and learning about how families can be different from their own.
- Parents value the information they receive about their child's progress and enjoy hearing about their experiences. They say that staff are kind and friendly and their children are happy attending.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a clear understanding of their duties to ensure that children are protected from harm. They know signs and symptoms that indicate that there may be concerns about a child's welfare. Staff understand the child protection procedures to report concerns about a child's welfare to their local safeguarding partners. This includes where concerns may arise about a colleague's conduct with children. Safer recruitment practices are followed, and procedures are robust. This includes the background checks that must be made to ensure the suitability of all staff. Routine checks are made in the nursery to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- provide children with enough time to think and form their responses before they answer questions
- build further on children's independence during everyday tasks, such as self-dressing and preparation for lunchtime.

Setting details

Unique reference number	254454
Local authority	Walsall
Inspection number	10263526
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	22
Number of children on roll	35
Name of registered person	Hundred Acre Pre-School Playgroup Committee
Registered person unique reference number	RP517432
Telephone number	01214398008
Date of previous inspection	4 May 2017

Information about this early years setting

Hundred Acre Pre-school registered in 1988 and is located in Sutton Coldfield, in west Midlands. The pre-school employs seven members of childcare staff. Of those, five hold appropriate early years qualifications at level 3 and two at level 2. The pre-school operates during term time only. Sessions are available Monday to Thursday, 9am to 3pm, and 9am to 12pm on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Croft

Inspection activities

- This was the first routine inspection the pre-school 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 inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and the arrangements for what they want their children to learn.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views of the setting.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023