

Inspection of Little Foxes Playgroup

Fox Hollies Park Pavilion, Gospel Lane, Acocks Green, Birmingham, WEST
MIDLANDS B27 7EG

Inspection date: 15 June 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 very happy and settled at this welcoming playgroup. They develop strong relationships with the kind and caring staff. Children enjoy making choices about their play from a wide range of high-quality resources and thoughtfully planned activities. They demonstrate high levels of engagement. Staff are kind and gentle with children. They are sensitive to children's individual needs. Children receive reassurance and comfort when needed. This supports children's emotional development. Children display a strong sense of belonging. They demonstrate that they feel safe and secure. Children engage in play that interests them. For example, they enjoy building towers with bricks. Staff ask questions, such as 'How many do you have?' and 'How many more do you need now?' This builds on what children already know and extends their learning.

Children benefit from lots of opportunities to practise essential skills. For instance, they demonstrate good control and coordination as they confidently pour their own drinks at snack time and use scissors to make snips in paper. Children become increasingly independent. This prepares them well for the next stage in their learning. There are high expectations for children's behaviour. Staff give clear instructions so that children know what is expected from them. They positively reinforce good behaviour and consistently praise children for their efforts and achievements. As a result, children behave well.

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

- Children learn about the importance of valuing and appreciating others. They learn about other cultures and festivals, such as Christmas and Diwali. However, there is scope to provide children with even more opportunities to develop their understanding of the wider community and world even further.
- Staff use assessment effectively. They use this information to make decisions about what children should learn next. Gaps in children's learning are quickly identified, and effective measures are put in place to close them. This minimises the risk of children falling behind their peers.
- Staff model language well. They support children's communication and language through stories and songs. Children become thoroughly involved as they enjoy singing and story times. As they play, children learn new and ambitious words, such as 'habitat' and 'cocoon'. This widens their vocabulary and extends their understanding.
- Staff seize opportunities to build on children's knowledge and link activities to their interests. For example, children enjoy searching for and identifying minibeasts. Staff have clear intent for activities and present these invitingly. They carefully consider how to make the best use of activities to maximise children's development and extend their learning. Children further extend their

understanding of the natural world through first-hand experiences, such as rearing caterpillars and butterflies.

- Staff skilfully handle any minor disagreements swiftly and sensitively. For example, when children begin to argue over cups, staff act as positive role models and facilitate sharing. This enables children to resolve disputes independently.
- Children learn about the importance of a healthy diet. This is clearly embedded. For example, they talk about broccoli and pears being healthy foods. When children say that milk is a 'thumbs up' choice, staff praise children and reinforce the message, explaining to them that it is good for their teeth. Children learn important hygiene practices, such as washing their hands after using the toilet and before eating. They also benefit from daily outdoor play opportunities.
- The manager is clearly passionate about her role. She has a strong vision for continually improving the setting and is working to overcome challenges in order to achieve this. Regular supervision meetings and ongoing support for staff ensure that their practice is regularly reviewed. Staff have attended training courses to further develop their professional knowledge. Consequently, they are well equipped to meet the needs of children.
- Parents report that they are happy with the level of care and education their children receive. They say that their children enjoy attending the playgroup. Parents receive regular updates and information about children's learning and development. However, parents comment that they do not always receive any ideas of how to further support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the playgroup's safeguarding policy and keep their training up to date. They recognise the signs and symptoms that would cause them to be concerned about a child's welfare. Staff know how to report any concerns they may have. Robust recruitment procedures ensure that all staff are suitable to work with children. Effective risk assessments and regular checks help to minimise potential hazards and maintain a safe environment. These measures help to ensure that children are safe.

What does the setting need to do to improve?

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

- provide even more opportunities that will enable children to broaden their experiences of the wider community and increase their knowledge and understanding of the world around them
- strengthen information-sharing processes with parents so that they are fully supported to extend their children's learning even further at home.

Setting details

Unique reference number	227241
Local authority	Birmingham
Inspection number	10279937
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	11
Name of registered person	The Little Foxes Playgroup Committee
Registered person unique reference number	RP527770
Telephone number	0121 706 5882
Date of previous inspection	29 September 2017

Information about this early years setting

Little Foxes Playgroup registered in 1998. The playgroup opens Tuesday to Friday, during term time. Sessions run between 9am and 1.30pm. There are two members of childcare staff. Both hold appropriate qualifications at level 3. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Dukes

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector carried out a learning walk together to discuss the intention for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the staff and the children.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views about the playgroup.

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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