

Little Learners Playgroup

Rowley Hall Primary & Childrens Centre, Windsor Road, ROWLEY REGIS, West Midlands, B65 9HU

Inspection date

Previous inspection date

30/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children make good progress from their starting points because experienced staff provide a broad range of activities across all areas of learning, which are enjoyed by the children.
- An interesting, well-equipped and welcoming environment fully reflects the children's backgrounds and the wider community.
- All children are warmly welcomed into this bright and stimulating environment and staff are sensitive and responsive to their needs and feelings, and consequently, they settle easily into the routine and activities provided.
- Staff place a good emphasis on ensuring that children know what constitutes a healthy lifestyle and how to stay safe.

It is not yet outstanding because

- Staff do not always fully utilise the broad range of resources in the sensory area and maths area to further enhance learning experiences for children.
- Children who are less confident and those who speak English as an additional language are not always given the time and space to start conversation in group situations.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector held a meeting with the registered person/manager of the setting.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parent questionnaires and the views of parents spoken to on the day.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Little Learners Playgroup re-opened in 2102 under the new ownership of Murray Hall Community Trust. The setting serves the local area and operates from one room within Rowley Hall Primary School & Childrens Centre in Rowley Regis, West Midlands. There is a fully enclosed area available for outside play.

The setting opens Monday to Thursday, term time only. Sessions are from 9.15am until 11.45am. Currently there are 16 children on roll in the early years age group. The setting is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged two and three years. The setting supports children who speak English as an additional language.

The setting employs four members of staff. Of these, two hold a qualification at level 5 in early years and two hold a qualification at level 3 in early years. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- utilise more fully the broad range of resources in the sensory area and the maths area to further enhance learning experiences for children
- create increased opportunities for children who are less confident and those who speak English as an additional language, in the group, to start conversation.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan a well-organised educational programme which offers a broad range of experiences for children to invest their curiosity and explore at their own leisure. A good range of resources both indoors and outdoors, which are mostly used well captures the children's interests and imagination offering a rich and broad range of experiences. However, staff do not always make full use of the broad range of resources available in the discovery area and the maths area to further enhance experiences for children. Regular observations and assessments of what the children do and like are used effectively to identify the children's next steps in learning. Staff use this information well to inform planning and provide relevant and motivating experiences for the children.

Parents and carers contribute to the children's initial assessment of children's starting points on entry and are kept well informed about their children's progress. 'Home learning

packs' and 'Story sacks', which provide an interesting range of resources and ideas to use at home are well used by parents and carers. Children, parents and carers benefit from an induction and settling-in process, which is tailored according to their individual needs. The effective assigned key person system means adults know the children well and help all children feel valued. For example, children, parents and carers who speak English as an additional language are supported well to help them initially settle and show a sense of belonging.

Children's communication and language is supported well because staff use positive teaching methods such as giving clear explanations and ask challenging questions to make children think. Children benefit from time to develop spoken language and develop their listening skills. For example, during circle time they share conversations with adults who show a genuine interest in what the children say. However, on occasions these discussions are dominated by the more able children and children who are less confident, including those with English as additional language, have fewer opportunities to start conversation. Daily singing sessions and actions songs are used well to further promote children's language development.

Staff place a real emphasis on providing a good range of resources for children to build secure foundations for early literacy. Children self-register on arrival as they choose their name and complete the weather board and consider the initial sound of words. Staff use books and stories well to reinforce learning and topics covered, and consequently, children develop a fondness for books and stories. Children make good use of the writing area as they busily colour, draw and use scissors and glue to make their creations. Outdoors staff provide a variety of opportunities for children to use crayons, chalk, paint and water with brushes to develop an interest in making marks.

Children's understanding of the world is supported well to help them make sense of the world. Children benefit from meaningful experiences as they get involved in planting and caring for flowers, fruits and vegetables. Daily they are encouraged to observe the weather and consider the changes in the weather and seasons and what clothes are appropriate for the weather. Children learn about their own and other cultures and customs through themed activities and used a good range of resources which depict positive images of race, gender and disability. Children use the computer to consider mathematical and literacy concepts and use a good range of technology toys, cameras and torches.

Children's mathematical learning is fostered well and children show a keen interest in shape, pattern, size and counting during their play. Children build, construct and problem solve with a challenging and interesting range of construction toys. Staff use the daily routine well to encourage children to count and consider addition and subtraction. The maths area and sensory area which offer a wealth of resources including balancing scales, a dark den, fibre optic lights and natural items are not consistently utilised by staff, to further enhance learning opportunities for children.

Children enjoy a wide range of experiences to express their creativity and imagination through experiencing a variety of arts and crafts materials, musical instruments, small world toys and engaging in role play. Children respond well to what they hear, see, smell

and touch as they use shredded paper, shaving foam, cooked pasta, jelly and cornflour mixed with water.

The contribution of the early years provision to the well-being of children

Children's personal, social and emotional development is supported very well. A securely embedded assigned key person system means adults know the children well. All children form close attachments with familiar staff and show a real sense of belonging, feel safe and have a sense of trust.

There are high expectations of behaviour and children develop good habits due to the constant praise and encouragement they receive. Children behave in ways that are safe for themselves and others and are developing a good understanding of dangers and how to stay safe. For example, a good emphasis is placed on raising awareness of safety during 'Child Safety Week' and throughout the year, such as themes about 'People who help us' and using the pretend road and traffic lights in the outdoor area. Robust hygiene practices are followed to prevent the spread of infection, which allow children to enjoy a clean and hygienic environment. Children benefit greatly from the access to fresh air and the outdoor environment, which they can access throughout the session. They develop an understanding of making healthy choices when they eat and drink through discussion at snack time and themed activities.

Staff recognise children's progress, understand their needs, and plan a good range of activities to support and extend their learning. Overall the environment and resources both indoors and outdoors are used imaginatively to capture the children's interest. Consequently, children show good levels of involvement and sustained concentration in their chosen activities. Outdoors is especially popular with the children as they freely choose, explore and discover with curiosity and take part in physical activity.

Children are extremely well prepared for transition to the nursery within the children's centre and the host school. The excellent links contribute to the seamless transition and supports the care and education of children exceptionally well. Strong links with the other local feeder schools and nurseries that the children attend or transfer to ensure children are supported very well. For example, staff visit the local settings offering their time to help set up and support projects, which helps establish secure links and effective working partnerships.

The effectiveness of the leadership and management of the early years provision

The registered person/manager of the setting is also the centre manager for the children's centre. She is based onsite and her role and responsibilities are clearly defined in relation to overseeing the smooth day-to-day running of the setting. Consequently, despite numerous organisational changes the responsibility for monitoring the quality of teaching

and the educational programmes and meeting the requirements of the Statutory Framework for the Early Years Foundation Stage, remain clearly with the manager. She has a good overview of the settings strengths and areas for further development and there are achievable plans in place to further support improvement. The effective use of professional supervision, coaching and training results in an enthusiastic team.

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective recruitment and vetting procedures in place to ensure adults caring for children are suitable. All the required records, policies and procedures, including risk assessments, are in place and up-to-date.

Parental and carers satisfaction surveys and discussion with them on the day of the inspection indicate that they are very satisfied with the service provided. However, many expressed concerns about the changing admission criteria and how this may impact on the future of their children at the setting. The setting welcomes parents' views and a parents' forum has been set up for them to voice their concerns about this ongoing consultation. Well-used notice boards and informative newsletters ensure parents are well informed about the setting and its educational curriculum. The setting is highly committed to working in partnership with others. This is further enhanced through its links with the children's centre, which ensures children and their parents and carers receive tailored support and advice about their children's education, health and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY451771
Local authority	Sandwell
Inspection number	811621
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	16
Name of provider	Murray Hall Community Trust Ltd
Date of previous inspection	Not applicable
Telephone number	01215613746

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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