

# Church of the Ascension Pre-School Playgroup

Chatterton Hall, School Road, Hall Green, BIRMINGHAM, WEST MIDLANDS, B28 8JQ

<b>Inspection date</b>	02/12/2014
Previous inspection date	03/07/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	4	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

- Teaching is good and staff plan a wide range of interesting learning experiences for children, which take account of their needs and interests.
- Children make good progress because staff record regular observations of their activities and use the information to plan the next steps in their learning.
- Effective safeguarding policies are well implemented and carefully monitored by all staff so that children are safe. Staff teach children how to keep themselves safe in a range of situations.
- Staff guide parents well on how to support children's learning at home and at the pre-school. Children behave very well and are settled and secure because their individual needs are met.
- There is effective monitoring and evaluation of the provision. Good links with other early years providers strengthen staff practice and knowledge, and improve children's learning experiences.

### It is not yet outstanding because

- The regular assessments of children's progress are not always precise enough to identify more specific aspects in which they may need more support.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the two playrooms and the outdoor play area, including a joint observation with the manager of the pre-school.
- The inspector held meetings with the manager and the administrator of the pre-school.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of the suitability of staff working in the pre-school and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full report

### Information about the setting

The Church of the Ascension Pre-School Playgroup opened over 40 years ago and is managed by a voluntary committee made up of parents and members of the community. It is registered on the Early Years Register and operates from a church hall adjacent to the Church of the Ascension, in the Hall Green area of Birmingham. The pre-school is open on Monday to Friday from 9am to 12pm during school term time. There are two enclosed areas available for outdoor play. The pre-school employs three members of childcare staff who hold appropriate early years qualifications at level 3, 4 and 6, respectively. Another member of staff works as the playgroup's administrator. Children attend for a variety of sessions. There are currently 20 children attending who are within the early years age range. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. It receives support from the local authority and is a member of the Pre-School Learning Alliance.

### What the setting needs to do to improve further

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

- ensure that the regular assessments of individual children's progress are even more precise in showing children's levels of achievement, to fully support their already good progress in all areas of learning.

## Inspection judgements

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

Staff observe children carefully and use this and the information obtained from parents to establish clear starting points for each child's learning. Staff work together to plan interesting activities based on children's individual needs and interests. Regular assessments mean that staff measure children's progress effectively and all staff know each child well. They do not confine their observations just to their own key groups. This means children build on their learning during the planned activities and daily routines. However, assessments are not always precise enough to identify more specific aspects of some children's learning which may need further support. This means that although children make very good progress, they are not yet supported to make consistently rapid progress towards the early learning goals. Parents are encouraged to share information each day about children's achievements at home and their current interests and development. They take home books to look at with children and talk to staff about children's engagement in the activity. Parents state that they are very happy with the pre-school and feel welcome to speak to staff about their children's progress or development at any time. This partnership is a great strength of the pre-school and means that children are well supported in their learning, in the setting and at home.

Children really enjoy choosing from a wide range of recycled materials to make their own imaginative models. They choose glue or tape and solve problems about how to join different materials. Staff encourage them to find ways to do this and praise children when they persevere and succeed. Teaching is good because staff question children skilfully about their activities and show them how to use the toys and resources. For example, children use toy screwdrivers to connect wheels to a car they make from a construction set. Staff help them to use the tools and encourage them to think about what they might need next for their models. This means children are challenged well and think about their learning. Children are prepared well for the next stage in their learning and for school, as they learn to recognise and write letters and numbers, and to identify shapes and colours. Staff help them to count, sort and match objects and to write their names. Children who will move on to school next year are confident in choosing activities independently and are developing good technological skills. For example, they use the computer to create pictures and patterns, which they then print. Children develop their physical skills well through their use of wheeled toys. They enjoy movement and dance sessions, and have space to run around outdoors each day. They are very imaginative as they use the hospital role-play area and pretend to be doctors. They talk to staff about their own experiences of visits to the doctor to have injections, and staff use this opportunity to develop children's vocabulary and communication skills well. Children with special educational needs and/or disabilities are supported well, as staff work closely with parents and other professionals in order to identify needs and address them appropriately.

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

Children are very happy and emotionally secure in the welcoming pre-school. Parents report that children really enjoy attending and that they are confident to leave children with the caring staff. Daily information about children's needs is shared between parents and staff so that these needs are met. Children have very good relationships with staff and each other, and are very calm and settled. They form close bonds with their key person and are frequently praised for their achievements and ideas. This helps children to gain confidence and good self-esteem. Behaviour is very good because staff set clear rules and explain carefully to children why they need to keep these rules so that everyone is safe. This is now a strength of the pre-school, as staff have discussions with children at the beginning of each session about their personal safety. Children are confident in their answers to these questions, which shows they are learning effectively to identify and manage risks for themselves.

Staff provide healthy snacks for children and they choose from a range of fruit, toast or biscuits and drink milk or water. They are encouraged to pour this themselves so they learn to be independent and develop their coordination. Staff show children how to clean their hands thoroughly with anti-bacterial liquid and teach them why this is important. Children are able to help themselves to their own water bottles during the sessions. They learn to put on their own coats and shoes so they are prepared well for school. Children use the outdoor area daily so they have fresh air and exercise. They learn to manage risks safely as they manoeuvre the bikes around an obstacle course. Staff teach children about road safety, as they use a role-play zebra crossing and traffic lights outdoors. Children

take turns to be the lollipop person and know when it is safe to cross. Children are emotionally secure in their moves to other settings or to school because staff invite the teachers to visit children at pre-school. This helps children to get to know them and the staff pass on information about children's progress and needs. Staff prepare children by reading stories about going to school and have discussions about what they can expect to do there, so that children are supported well.

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

The manager and the administrator ensure that all staff are familiar with the policies and procedures for safeguarding and child protection. They improve their knowledge of this at regular training and meetings, and by asking staff questions to test their knowledge. Further training has been attended by all staff since the last inspection and they have received good support from the local authority to improve practice. Staff are now much more vigilant in their supervision of children and carry out effective, daily risk assessments for all the areas children use. Staff now have a greater awareness of potential hazards and remove or minimise these to protect children. External door alarms have been fitted so that staff are alerted if a child opens one of these, so they cannot leave the building alone. Staff deployment is now well organised so that correct ratios of staff to children are maintained and children are always within sight of staff. Rigorous procedures for the collection of children, staff recruitment and the checking of their ongoing suitability to work with children means children are safe. Parents are asked to fill in a safeguarding questionnaire, which raises their awareness of how their children are protected whilst at the pre-school. These arrangements are very positive and help to further protect children.

Since the last inspection, there have been significant improvements and staff have worked very hard to bring these about. A monitoring visit carried out by Ofsted found that some positive changes had been made to address the actions set at the previous inspection, but these had not yet brought about enough improvement in the provision. However, as this visit was at the beginning of the autumn term, staff had not had enough time to put in place the required changes immediately before the summer holidays. They have now had time to embed the improvements and this has had a positive impact on children's safety and the monitoring of the provision. Staff work very well as a team to monitor teaching and planning and have weekly discussions about how they can improve this further. They monitor individual children's progress and plan how this can be supported further. The manager observes staff practice and carries out regular supervisions and appraisals in order to set targets for training. Staff, parents and children are involved in the self-evaluation process so that this is now successful and focused in identifying and addressing any weaknesses. This means that children's learning experiences continue to improve. Parents are well informed about children's progress and the policies and procedures in the pre-school. Their ideas and suggestions are welcomed and they are encouraged to share their views with staff.

Staff work effectively with a local authority early years consultant to monitor and improve the provision. They have established good links with local schools, colleges and other early years providers. Staff share ideas and best practice with other settings on a regular basis.

They attend network meetings and training at a local children's centre and also receive support from the Pre-School Learning Alliance. There is effective sharing of information with the other settings that children attend, so that their learning is complemented and their well-being is assured.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	509383
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	982976
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Church of the Ascension Playgroup Committee
<b>Date of previous inspection</b>	03/07/2014
<b>Telephone number</b>	0121 7786835 or 0121 624 6517

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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, which are usually the childminder's 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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