

# Abacus Pre-School Playgroup

Frank Halfpenny Hall, George Lane, Lichfield, Staffordshire, WS13 6DX



<b>Inspection date</b>	1 November 2016
Previous inspection date	5 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The leadership team shows a strong commitment to continuous improvement. The views of staff and parents are included well in the self-evaluation process to help identify areas for development.
- The committed staff team carefully plans and provides a routine and educational programme which helps children to make good progress in their learning.
- Staff are well qualified and experienced and use an effective range of teaching methods to engage, inspire and challenge children's learning.
- Staff place a high priority on ensuring they work closely with parents to find out what their children can do when they first start. This close partnership working continues as parents are regularly consulted about their children's achievements, in order to help ensure that assessments are accurate.
- Staff show a genuine commitment in helping children feel safe, happy and confident. They place a strong focus on getting to know their assigned children and fostering close relationships with them.

### It is not yet outstanding because:

- The performance management of staff does not help them to precisely identify what they can do to raise the quality of their teaching and use of assessment to an exceptional level.
- Staff are not highly effective in encouraging those children who are reluctant to join in, to make the most of the activities available to help raise their achievement to a higher level.

## What the setting needs to do to improve further

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

- enhance further the arrangements in place for the professional development of staff and raise the quality of teaching to an exceptional level
- place a stronger focus on encouraging all children to make the most of the activities available to help raise their achievement to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and held a meeting with the manager and chair of the committee.
- The inspector looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working at the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and committee members work well together to drive improvement and motivate staff. Staff are positive about the support and professional development opportunities made available to them, which ensures that the quality of their teaching is good. Arrangements for safeguarding are effective. Safeguarding is given good regard and all staff are suitably trained in child protection issues. Staff's continued suitability is regularly assessed to ensure they remain suitable to work with children. Detailed written risk assessments are carried out to ensure children are safe at the playgroup and on any outings taken with the children. Parents report high levels of satisfaction and that their children are happy and make good progress.

### Quality of teaching, learning and assessment is good

The knowledgeable staff team provides a strong educational programme which helps children make good progress in all areas of their learning. Staff place a clear focus on promoting the most able children's learning, particularly in their mathematics and literacy. As a result, children show a keen interest in number, quantity weight and writing. Staff incorporate a good mix of small group work, whole group time and child-initiated play to help offer a varied and enjoyable session. Staff use good quality resources that capture the children's imagination quickly. For example, children explore light, reflection and shadow as they use the torches and consider the weight, size and shape of the pumpkins. Staff use their knowledge of children's interests very well. For example, a child's favourite book or a personal recent event is used as a starting point to gain the children's focus and inspire their learning. Staff work closely with other professionals working with the children to help support their care, learning and welfare.

### Personal development, behaviour and welfare are good

Staff take the time to get to know parents, children and their home circumstances. They give high regard to their emotional well-being and are responsive to their individual care needs. The routine is used effectively to help children increase their confidence and self-help skills. Children learn about keeping healthy through a good diet, exercise and good hygiene, such as cleaning their teeth. The outdoors is used well by staff to provide daily opportunities for children to be physical, explore and learn. Staff encourage children to learn about their local community and the wider world. For example, children learn about other countries, travel and a variety of occupations. They benefit from good first-hand experiences as they visit local places of interest and learn how to keep safe when on outings.

### Outcomes for children are good

All children, including two-year-old children receiving additional funding, make good progress from their starting points. Children with special educational needs or disabilities make good progress considering their starting points. Children are keen to learn and show good levels of concentration and perseverance during activities. Children enjoy linking letters and sounds during the fun phonics session and are well prepared for school.

## Setting details

<b>Unique reference number</b>	218077
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1059432
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Abacus Pre School Playgroup Committee
<b>Registered person unique reference number</b>	RP908448
<b>Date of previous inspection</b>	5 November 2012
<b>Telephone number</b>	01543 254168

Abacus Pre-School Playgroup was registered in 1998. It operates from the Frank Halfpenny Hall in Lichfield, Staffordshire and is run by a voluntary committee. The playgroup is open on Monday to Friday during the school term. Sessions are from 9.30am until 12.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. There are currently five members of staff employed. Of these, three hold qualified teacher status, one holds a qualification at level 5 and one holds a qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

