

# Little Builders at Four Dwellings

Quinton Road West, BIRMINGHAM, B32 1PJ

## Inspection date

Previous inspection date

03/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Teaching is excellent because staff are highly skilled at putting all the elements of the Early Years Foundation Stage into practice, which maximises children's learning experiences.
- Staff use their well-focused observations of children at play to plan precisely focused activities, which build on individual children's next steps in learning. This means that they all make very rapid progress at their own pace given their starting points and capabilities.
- Parents are involved in furthering children's progress because staff guide and advise them on how to support their children's learning and development, both at home and at the playgroup.
- Children are extremely safe, as a result of staffs' highly comprehensive knowledge and practice in safeguarding and child protection.
- Children are very happy and secure because staff obtain very detailed information from parents about children's well-being and individual needs, so that they can meet these very effectively.
- Leadership and management is inspirational and all staff are highly motivated. Sharply focused monitoring and self-evaluation means that there is continuous improvement in the very high quality provision, so that children have a firm foundation for their future learning.

## 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 large playroom and the outdoor play area, including a joint observation with the senior officer of the playgroup.
- The inspector held meetings with the senior officer of the playgroup, the integrated services manager and the head of the children's centre and nursery school in the group.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the playgroup and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full report

### Information about the setting

Little Builders at Four Dwellings was registered under new management in 2013 on the Early Years Register. It is owned and managed by Little Builders Childcare at Weoley Castle Nursery School. It operates from a room in Four Dwellings Children's Centre in Quinton, Birmingham. The playgroup is accessible to all children and opens Monday to Friday from 8.50am to 3pm during term time only. There is an enclosed area available for outdoor play.

The playgroup employs three members of childcare staff, two of whom hold appropriate early years qualifications at levels 2 and 3. The playgroup receives support from the senior manager of the children's centre, who holds a degree in early years and holds Early Years Professional Status. The playgroup follows the Highscope approach to learning. Children can start the playgroup from the age of two years and they attend for a variety of sessions.

There are currently 24 children attending who are within the early years age range. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. The playgroup works closely with the local children's centres.

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

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

- develop further the already very strong partnership with parents and carers to involve them even more effectively in the support of children's learning and development at home.

## Inspection judgements

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

Staff have a highly comprehensive knowledge of how children learn through play. They record detailed observations of children as they play, which gives them an excellent insight into children's individual learning styles and interests. They use this to inform sharply focused planning, which meets the needs of each child and the needs of the small groups they are divided into for part of each session. For example, staff notice that children enjoy using scissors, so they plan an activity to develop this skill at small group time, to increase children's readiness for school and to increase their concentration. Staff make home visits before children start at the playgroup, which means that they obtain very detailed information from parents about what children know and can do. They use

this, alongside their own initial assessments of children, to plan the next steps in their learning from these starting points. The ongoing assessment of children's progress is very precise, as staff measure each step in their learning against detailed criteria, so that they identify any gaps in learning and address these quickly and effectively. Staff get to know children very well through their observations, which means they plan focused activities based on children's interests and needs, so that they make very good progress at their own pace and level. Staff ensure that parents share daily information about children's achievements at home and are very well informed about their progress. Staff add parents' comments to children's progress records and ask them to support children's learning at home. There is even further scope to develop this through more guidance and support for parents. Parents attend regular workshops and termly parents' evenings, so they can see how children learn through play and discuss their progress with their key person.

Staff help children to develop their communication and language skills very effectively through weaving many opportunities for them to practise this into the daily planning. Children sit together at registration time to greet each other and share what they choose to play with during the first part of the session. Children, who have difficulties with speech and language, are given a basket of items to choose from to show the other children what they played with. Staff use verbal prompts and signing to help children to express themselves and gain confidence in speaking in front of the group. Staff also use this approach, with the additional use of picture cards, to support children who have English as an additional language. Children are learning to count and to recognise numbers, as staff take many opportunities to build on children's mathematical skills. They help them to count large bricks as they play with these outside. Children touch each one as they count and are asked how many they have now or how many more they need to make five, so that they learn to use simple addition and subtraction. Staff use mathematical language as they tell children the line of bricks is now very long, or they ask children if an object is behind them or in front of them, such as when a child's hat fell on the ground.

The quality of teaching is consistently of very high quality. For example, three-year-old children play with a wooden train track. Staff use highly effective teaching methods to encourage them to work out how to fit the pieces together, so that the trains will run smoothly. Children count the trains and are challenged very well by staff through their skilful questioning about what they may be able to do to make some of the pieces of track fit and lie flat on the carpet. Children persevere and concentrates very well until the task is accomplished. Children are extremely well prepared for school, as staff focus on developing their social skills and providing them with excellent opportunities and guidance, so that they learn to resolve conflicts and solve problems. This equips them extremely well for their future learning and helps children to reflect on their learning and to apply it in a range of contexts. Children develop their physical skills very well as they use the low plastic stepping stones, wheeled toys, hoops and balls outside. Staff teach children different ways they can use the equipment and plan exciting activities, which develop individual children's skills very effectively. Children benefit enormously from the extremely well-planned, structured sessions because they are given stability and consistency and a safe and stimulating learning environment, which also provides them with plenty of free choice in their play. The toys and resources are easily visible and accessible to children in the playroom and outdoors, so that they learn to make independent choices. Children with special educational needs and/or disabilities are very well supported through close working

with parents and a wide range of outside agencies, including a community nurse educator, speech and language therapists and health visitors. Staff are extremely knowledgeable and vigilant in their abilities to identify any special educational needs and/or disabilities and to secure early intervention through the excellent support network available through the children's centre.

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

Children are very emotionally secure, as staff provide consistency in their routines, so that children know what to expect from their day and what is expected of them. Staff obtain very detailed information from parents about children's emotional and welfare needs, so that they can meet these very effectively. Children and their families are exceptionally well supported through a wide range of support services, which staff access if they need them. Staff work closely with parents to give children consistency in their care and routines, so that they settle easily at the playgroup, so that they feel secure. Children form close bonds with their key person, who gets to know children and their families very well. This begins at the home visit before children start at the playgroup. The management team plans any staff changes or sickness cover very carefully, so that there is always at least one member of staff present who children know well, so that they remain secure. Children are very happy and form very good relationships with each other and staff.

Healthy eating is very well promoted at the playgroup and is extended to parents through workshops and information. Children choose from a range of fruits at snack time and pass the plate around the table, so that they learn to wait patiently and take turns. Staff teach them about which foods are healthy and unhealthy. Parents are encouraged to provide healthy lunchboxes for children and are guided and advised very well about this and about providing healthy food for children at home. Children do not bring their own drinks, but have their own water bottles, which they can access at anytime. They are active each day as they play outdoors and they learn to manage risks safely as they play on the balancing equipment and with the wheeled toys. Children learn to be independent as they wash their hands, hang their coats up and learn to fasten them. Staff plan these opportunities into the daily activities, so that individual children learn the specific skills they need to practise.

Children's behaviour is very good and is managed extremely well by staff in ways appropriate to children's level of understanding. They are very firm in setting clear boundaries and explain carefully to children how their behaviour makes others feel and how they should act, so that all children can play happily and safely. As a result, children show high levels of self-confidence in social situations and are developing an excellent understanding of how to manage risks and challenges relative to their ages. Staff ensure they have children's attention, make eye contact and get down to their level before explaining things to them. During role play, staff teach children how to keep themselves safe at home. For example, when children use toy irons or kettles, staff explain that these can hurt them and how they need to be careful. Children's transitions to school are managed extremely well, as staff invite teachers to visit the children and arrange for the children to visit their schools. Parents are well informed about the process and children take part in role play and discussions, listen to stories about school and see their uniforms.

This means they feel secure about the change. Staff share information about children's progress and needs, so that these continue to be met.

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

Staff have a highly comprehensive knowledge of safeguarding and child protection because the management team ensures they continually refresh their knowledge of the very effective policies and procedures. Safeguarding is always on the agenda at staff meetings and the management team ask staff detailed questions to test their knowledge and ensure they know how to identify and report any concerns. Staff attend regular safeguarding training and are extremely vigilant in their supervision of children and in their monitoring of individual children's welfare. The senior officer of the playgroup follows robust procedures to protect children's health and welfare and accident and medical records are meticulously kept. All staff are made aware of children's allergies or medical conditions and are supported in learning the skills needed to manage these by a community nurse educator. Staff carry out detailed and effective risk assessments, so that the premises are safe and secure for children. Robust recruitment procedures are in place and all staff are vetted, so that they are and remain suitable to work with children. Guidance in keeping children safe at home is extended to parents through a very informative noticeboard, posters and advice from staff. This means that children are extremely safe at the playgroup.

Leadership and management is dynamic and inspirational because the management team is passionate about providing the best possible care and support for children and their families. Teaching and planning is exceptionally well monitored through a highly structured and well-documented programme of observations of staff practice, appraisals and supervisions. The providers support the senior officer and staff exceptionally well and have practical roles in supervision, training and target setting, which focuses on specific areas for improvement in staff performance, planning and assessment. At each staff meeting, there is a specific focus on an area of the Early Years Foundation Stage, which staff analyse, discuss what it means in relation to their provision and how they can make this even better. They work extremely well as a team to evaluate the provision and set sharply focused action plans, which continually improve children's learning experiences. Staff shape their own professional development through their attendance at regular training courses. This also means that they meet the needs of the playgroup, as they improve their knowledge and skills for the benefit of the children. The views of parents and children are included in the self-evaluation process, as staff encourage parents to make comments and suggestions, so that their needs are met. Children are asked which activities and toys they would like and staff use their ideas to plan these, so that they are engaged and motivated in their learning.

There is excellent partnership working with other professionals to support children and their families. Staff work closely with family support services, social workers and many others and refer families to additional support services where this is necessary, so that children are secure and their individual needs are met. Staff have very effective links with the other settings in the group and with other local early years providers. They are part of

two networks and share ideas, best practice and training at regular meetings. The management team also supports other settings in different areas in conjunction with the local authority through training programmes. A local authority early years consultant provides advice and training for staff and leads sessions at the playgroup to support children's communication skills. Staff share information with the other settings that children attend, so that they complement their learning and protect their well-being. Parents are very well informed about the policies and procedures in the playgroup and are involved in events throughout the year, so that they have a sense of belonging. The playgroup is an invaluable resource for the community and provides children with a firm foundation on which to build their future skills.

## 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. It will be monitored and inspected within twelve months of the date of this 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		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

<b>Unique reference number</b>	EY469972
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	938680
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Weoley Castle Nursery School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 675 6092

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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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