

# Northfield Quaker Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY275033
<b>Inspection date</b>	14 July 2008
<b>Inspector</b>	Angela Dyer
<b>Setting Address</b>	Quaker Meeting House, Meeting House Lane, Birmingham, West Midlands, B31 2LD
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<b>Registered person</b>	Janet Catherine Blann
<b>Type of inspection</b>	Nursery Education

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Northfield Quaker Pre-school registered in 2004, although has been running for more than 20 years. It is a privately managed group, which operates from the Friends Meeting House in the Northfield area of Birmingham. The premises consist of three main play areas including a large hall and two smaller rooms. Children also have the use of an outside play space.

A maximum of 30 children, aged two to five years, may attend at any one time and currently there are 79 children on roll, of whom 56 receive nursery education funding. Sessions are from 08:30 to 15:30, five days a week during school term time only.

A carer and toddler group runs alongside in the main hall two mornings a week on Tuesday and Thursday, 09:45 to 11:45. This group is for children aged from birth to two years and six months.

The group is registered for nursery education funding and supports children with special educational needs and those who speak English as an additional language.

Nine staff work with the children all of whom hold appropriate early years qualifications.

The group receives support from a teacher mentor from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children achieve well and enjoy what they do

The provision is good.

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and early learning goals. Staff follow the activity plans and have a clear understanding of what children are expected to learn. Activities are presented at a level which enables all children to participate, and staff challenge more able children to encourage them to progress further. Staff interact positively with the children, involving themselves in their play and offering appropriate assistance to enhance their learning and enjoyment. Activities are regularly evaluated to monitor their effectiveness and staff record observations of children's progress which are linked to children's assessment records to assist with future planning. However, whilst all children are grouped together some children lose concentration as younger children distract their attention and as a result opportunities to extend children's learning are not fully maximised.

Staff provide an inviting environment, both indoors and outdoors, for children to play and learn in, which provides opportunities for children to become independent in selecting their own activities. Staff have a calm approach to managing children's behaviour and children generally demonstrate a mature understanding of what is expected of them in terms of acceptable behaviour. Staff have experience of working with children with English as an additional language and children with learning difficulties and/or disabilities and are proactive in seeking additional support in order to meet children's individual needs. Staff also use photos to assist children in understanding routines and in enabling children to express their needs and wishes.

Children show an interest in counting and numbers during daily situations such as counting their friends at registration time. Children are gaining confidence in solving simple addition and subtraction problems during practical activities and are beginning to use mathematical vocabulary and language to describe position and size. Children move with control and agility and develop positive attitudes to physical exercise. The outside area is made secure whilst children play outside and as a result they are able to run around and propel themselves down the slope on bikes with confidence.

Children have frequent opportunities to explore different materials, including paint, water and sand. Children also talked enthusiastically about other sensory experiences that they have enjoyed including playing with mashed potato, spaghetti and jelly. Role play is a popular activity and the area, which changes to compliment the current topic, is well utilised. Children have opportunities to observe, question and explore their natural curiosity during activities such as planting bulbs and making ant farms and wormeries. Frequent opportunities are also provided for children to use the computer and design and make things with a variety of construction resources.

Children form good relationships with staff and each other. They understand that they are part of a group and are able to share and take turns. Staff provide opportunities for children to develop their independence, according to their individual abilities, and older children confidently pour their own drinks at snack time and put on their jackets before going outside. Children communicate effectively, listening to staff and regularly initiating conversation. Children show an interest in books and access the book area where they enjoy looking at books with each other and staff. Children have regular opportunities to make marks and write for different purposes both in the mark-making area, outside whilst painting the fences with water and in the role play area.

## **Helping children make a positive contribution**

The provision is good.

Partnership with parents and carers is good. Children benefit from the open relationships between parents and staff. Parents are provided with frequent opportunities to discuss their child's progress with staff on an informal basis. The setting works hard to find different ways to keep parents informed so they can work together to provide an inclusive provision and offer consistent support and encouragement to the children. Children's social, moral, spiritual and cultural development is fostered.

Parents' views and wishes are sought through the use of questionnaires and staff use these to assist in planning for future improvement. Parental involvement is encouraged and valued by staff who also plan family social events including Summer barbecues and firework displays. Parents report that they are happy with the setting and comment particularly on how settled their children are and how friendly and welcoming the staff are. Parents receive information about the setting via the information board, newsletters, prospectus and access to the settings policies. They are also provided with information relating to the Foundation Stage and activities provided, and are encouraged to support their child's learning both at home and in the setting.

## **Organisation**

The organisation is good.

Leadership and management is good. Children are cared for in a stimulating and well-organised setting where they engage in a wide range of activities. The manager has a clear vision for future practice and involves staff and parents in monitoring and evaluating the service to identify strengths and weaknesses. Staff take advantage of the training opportunities offered in order to update and enhance their skills and knowledge. This ensures that the quality of care is maintained and improved as staff remain open and responsive to new ways of working.

Staff are deployed effectively meaning children are supervised appropriately at all times. However, whilst children are grouped together for story times the noise from staff clearing the hall and equipment sometimes distracts children's attention, which as a result can hinder children's learning and concentration. Children benefit from the friendliness and enthusiasm of all staff which in turn increases their feeling of security. Staff develop warm, positive relationships with the children in their care and take time to get to know them through talking to them and their families. The setting have also created links with the local schools and have started to put together booklets containing photographs of the schools to ease the transition for children from pre-school to school.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the organisation of children and deployment of staff to enhance children's learning opportunities at group times.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)