

Harvey Road Pre - School

Inspection report for early years provision

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Inspector Lisa Parkes

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Harvey Road Pre-School was registered in 1994. It operates from the community centre adjoining St. Michael's and All Angels Church in the Yardley area of Birmingham. A maximum of 26 children may attend at any one time. The setting is open each week day from 9:00am to 11:30am and 12:30pm until 3:00pm during school term time.

There are currently 51 children aged from two to under five years on roll. Children come mainly from the local community and attend for a variety of sessions. The setting has suitable systems in place to care for children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is in receipt of funding for nursery education.

The setting employs seven members of staff all of whom hold appropriate early years qualifications to NVQ Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with high levels of care and make good progress in their learning and development. Practitioners offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Children are confident, independent and clearly enjoy their time at the pre-school. The pre-school is led by a motivated and experienced manager who embraces the process of self-evaluation and demonstrates a very positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- support children in feeling safe and secure through preparing them for changes that may occur in the routine; this specifically relates to the arrival of visitors
- provide opportunities for children to develop and use their home language in their play and learning in order to value linguistic diversity.

The effectiveness of leadership and management of the early years provision

The manager and practitioners work together as a motivated and cohesive team as they share a commitment to offering the best possible experiences to children and their families. Children are cared for by practitioners who have completed a range of training to ensure they have strong knowledge and understanding of their roles

and responsibilities. All practitioners have an up to date understanding of safeguarding children issues. The manager provides very clear guidance to the staff and a comprehensive range of written policies and procedures are in place to fully support the running of the pre-school. Thorough risk assessments of the areas accessed by the children are conducted and robust vetting procedures are in place to ensure that children are cared for by suitable people. Practitioners routinely verify the identity of all visitors to the pre-school, however, children's sense of security is possibly compromised as they are not always prepared for changes that may occur in the routine, such as the arrival of visitors.

The manager strives to improve practice, consistently monitoring and evaluating the quality and standards at the pre-school. Regular staff meetings provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the manager. Recommendations made at the last inspection have been fully addressed and have had clear benefits to children's experiences at the pre-school. For example, parents have access to quality information about the curriculum and children have improved access to water. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the pre-school, ensuring all children can achieve as well as they can regardless of their background. Practitioners demonstrate a strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities.

Partnership with parents is effective and the manager provides regular opportunities for parents to become involved in the life of the pre-school. Parents are very well informed regarding their children's care and are routinely involved in their child's continuous learning and development. Partnerships with other settings are well established and make a strong contribution to children's achievement and well-being. The pre-school dedicates time to getting to know children and their families, fostering strong relationships and helping to ensure that children settle quickly and feel secure. The manager employs a whole group approach and is passionate about her role in raising standards for children.

The quality and standards of the early years provision and outcomes for children

Practitioners demonstrate a strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An interesting, well-equipped, and welcoming environment successfully reflects children's backgrounds and the wider community. Comprehensive policies and procedures ensure that children are protected and well supported. Practitioners are very well deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and matched to the full range of children's needs.

Children display a strong sense of belonging within the pre-school and all appear settled and happy. Their behaviour is very good and children are beginning to

show a good awareness of responsibility. For example, by putting out the cups, pouring their own drinks and tidying away their toys. Children play and work alongside their peers harmoniously and build strong relationships. They actively explore their surroundings with interest and receive an abundance of praise from cheerful practitioners. Children develop a good understanding of the wider world and are well equipped with the skills they need in order to secure future learning.

Children know what is expected of them and good quality interaction and well organised routines help them to become secure and confident. Children show a good awareness of what constitutes a healthy lifestyle. They participate in topics about healthy eating, engage in food tasting sessions and understand the importance of keeping their teeth clean. Children take pleasure in a wide range of physical activities, both indoors and out. For example, daily exercise routines, weekly dance, music and movement sessions and trips to the local park. In addition, children enjoy access to the school facilities and make use of the playground, hall and large play apparatus.

Children regularly come across new and interesting challenges and learning is unmistakably fun. They learn about the senses and are introduced to a range of smells such as chocolate powder, cinnamon and tomato ketchup. Children use torches to create shadows and have fun as they build tunnels and dens using different materials. Through the popular children's story 'Lucy's Picture', children learn about being blind and they design pictures using a variety of textures including cotton wool, fur, sawdust, rice, shredded paper and feathers. Children listen to sounds during walks around the local environment such as cars, motorbikes and birds singing. They talk about the weather and use descriptive words including "bumpy" and "rough" to describe the texture of bark on a tree. Practitioners encourage children to find numbers, for example, on doors and signs.

All children make strong progress in their learning and additional learning and/or development needs are routinely identified and consistently provided for. Practitioners implement alternative and augmentative forms of communication including signs, picture books and dual-language books. The pre-school is committed to overcoming any variations in children's progress and has good strategies to tackle them. For example, practitioners are currently considering new ways that children can use their home language in their play and learning in order for them to actively promote bilingualism as a strength. The manager and practitioners are dedicated to their roles and create a warm, inviting and inclusive atmosphere where children thrive.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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