

# Shenley Fields Pre - School

Inspection report for early years provision

---

**Unique reference number**

EY236648

**Inspection date**

07/04/2011

**Inspector**

Janet Keeling

**Setting address**

Shenley Fields Childrens Centre, Far Wood Road,  
BIRMINGHAM, B31 1BS

**Telephone number**

0121 6753703

**Email**

**Type of setting**

Childcare on non-domestic premises

---

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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Shenley Fields Pre-school was registered in 2002 and is managed by a board of governors. It operates from facilities within Shenley Fields Children's Centre, which is located in the grounds of Woodcock Hill School in Birmingham. The setting provides nursery and out-of-school care. The setting serves children and families from the local and surrounding areas.

A maximum of 33 children from birth to under eight years may attend the setting at any one time. Currently, there are 100 children on roll, of whom 91 are within the early years age group and nine are aged five to eight years. The setting receives funding for early years education. The setting opens Monday to Friday from 8am to 6pm for 50 weeks of the year. Children attend for a variety of sessions.

The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are ten members of staff who work directly with the children. Of these, all hold National Vocational Qualifications (NVQ) at level 3. The setting receives support from the local authority and from the children's centre teacher.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive with the exceptional levels of care and support that is provided at this stimulating, lively and forward thinking setting. Staff work cohesively as a team and offer a fully inclusive service where the uniqueness of every child is recognised and celebrated. Children are very happy, confident, independent and relish their time at the setting. They make outstanding progress in their learning and development because staff are dedicated and have an extensive knowledge and understanding of the Early Years Foundation Stage framework. Highly successful relationships with parents and other agencies have been firmly established, ensuring children's individual needs are fully supported. The setting is led and managed by an experienced, highly motivated and enthusiastic manager who embraces the process of self-evaluation.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- enhancing the two way flow of information with parents, in particular by updating the prospectus to include more information on the Early Years Foundation Stage framework.

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

Excellent priority is given to safeguarding and protecting children. All staff have a comprehensive understanding of safeguarding issues. They have successfully completed recent safeguarding training and know who to contact should they be concerned about a child in their care. There are robust recruitment and vetting procedures in place to ensure that adults working with the children are suitable. Professional development interviews are held termly and provide valuable opportunities for managers and staff to discuss areas for development and further training. Comprehensive policies and procedures are in place and implemented very effectively, ensuring children's health, safety and well-being are fully supported. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Detailed risk assessments are completed, cover all aspects of the learning environment and consequently hazards to children are fully minimised. Staff are highly skilled, caring and demonstrate an excellent understanding of their roles and responsibilities. The environment both indoors and outdoors is inspiring, exceptionally well organised and provides wonderful learning opportunities for all children. Staff are deployed successfully to ensure children are supervised safely at all times. Outstanding outcomes for children are attributed to the excellent use of time, space and resources.

Staff are passionate about their work, they are positive role models and strive to improve outcomes for all children. Rigorous and extensive monitoring by managers enable them to devise exceptionally well targeted plans, which contribute to maintaining and improving the setting's effectiveness. Recommendations made at the previous inspection have been successfully addressed. Weekly planning meetings provide excellent opportunities for staff to discuss children's interests and use information gained to inform planning. The promotion of equality and diversity is excellent. It is successfully achieved through planned activities, excellent role play equipment and through open discussion between staff and children. Staff demonstrate an outstanding commitment to working with external agencies to support the inclusion of all children with special educational needs and/or disabilities and those who speak English as an additional language. Children's individual identities are nurtured and, as a result, all children are unquestionably included and integrated. Superb channels of communication between staff and all agencies involved with individual children significantly promote their learning, development and welfare.

Partnerships with parents and carers are outstanding. Staff demonstrate an exceptional commitment to working in partnership with parents who are warmly welcomed by staff and clearly feel very comfortable within the setting. Staff dedicate time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle and feel secure. Parents are very well informed regarding their child's care and learning and are aware that they can speak to their child's key person at any time. Parents access a wealth of information regarding the group through the use of a parents' notice board,

newsletters and parents evenings. In addition to this there are many beautiful photographs of their children enjoying an array of activities while at the setting which adds to the extremely welcoming environment. Currently, the manager is looking at updating the setting's prospectus to provide parents with detailed information regarding the Early Years Foundation Stage framework. Parents expressed very positive views during the inspection. Comments included, 'our children are very happy and enjoy attending the setting' and 'staff are excellent, they are patient and very supportive'.

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

Children benefit enormously from an inspiring and enchanting environment and from the staff's excellent knowledge and understanding of how to develop learning through play. There is a lively, energetic and vibrant atmosphere where children blossom and respond to challenges with enormous enthusiasm. They have excellent opportunities to lead their own learning as they freely access a wonderful range of activities and resources both indoors and outdoors. There is an outstanding balance of adult-led and child-initiated activities that result in children being active learners, creative and able to think critically. They work independently and in groups and share their ideas with staff and their peers. All children are valued and treated with equal concern, with any specific requirements being sensitively met through discussion with parents and other professionals. Staff have an excellent understanding of children's individual needs as they observe and record information on a daily basis. Information is evaluated and used positively to inform future planning. Children's learning is meticulously documented in their individual learning journey folders, which contain both written and photographic information of their learning, achievements and records of their own work. These folders are available for parents to see at any time.

Children make outstanding progress towards the early learning goals because staff wholeheartedly recognise that children learn best when they are having fun and are interested in, and excited by, what they are doing. They show outstanding levels of independence, curiosity and imagination. All children relish an excellent range of first hand learning experiences and play in harmony together. They have a wealth of opportunities to explore their natural environment. For example, they plant potatoes, carrots and courgettes and talk about the importance of watering them each day. They dig in the soil, look for bugs and make bird feeders. Children have developed a great fondness for books as they sit attentively and listen to well told stories. They express their ideas creatively through their drawings, art and craft work, role play activities and through a range of media.

They freely access an inspiring outdoor area where they embrace an excellent range of play experiences. For example, they chuckle with delight as they use the rope swings, make mud pies, confidently balance on planks of wood, design and build an ambulance from cardboard boxes and help to make a den. Their personal, social and emotional development is inspiring. They have developed a true sense of identity, have formed wonderful relationships with their peers and adults and respond to the feelings and wishes of others. Children thoroughly enjoy music and

singing. They relish their weekly session with a music specialist where they listen carefully to instructions, enthusiastically join in with action rhymes and tunefully sing songs together. In the under two's room children eagerly investigate objects in the treasure baskets, love to explore musical instruments and confidently negotiate the steps and slide on the mini climbing frame. They also freely access a rich and exciting outdoor area where they explore sand and water play, enjoy sitting on rocker toys and playing 'peek a boo'.

Children are secure and develop a true sense of belonging at the setting. They are very happy, settled and display confidence and self-esteem. They learn to share, take turns and be kind and thoughtful to each other. They respond outstandingly to the boundaries set and as a result, their behaviour is exemplary. Children's welfare is exceptionally promoted as the setting has robust procedures in place should a child become ill and because staff all hold up to date first aid certificates. They learn about excellent hygiene routines. For example, younger children are supported to wash and dry their hands before snacks, while the older children manage their personal care needs very well. They develop a significant understanding of healthy eating through topic work, ongoing discussion with staff and through accessing healthy snacks each day. Children have excellent opportunities to learn how to stay safe. For example, they regularly engage in emergency evacuation procedures and are reminded how to use equipment safely. They enjoy learning about the wider world and access a wide range of resources that are representative of diversity. Children successfully demonstrate that they are acquiring excellent skills that will help and support them in the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met