

Meadow View Tree House

Frampton Way, BIRMINGHAM, West Midlands, B43 7UJ

Inspection date	10/01/2013
Previous inspection date	09/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching in the setting is effective and staff develop children's language and vocabulary very well. Children make good progress and their learning is enhanced by an interesting range of activities, which meets their individual needs.
- Children's progress is assessed and recorded very effectively, which enables staff to track their development in each area of learning. This means that each child's strengths and weaknesses are clearly identified and their next steps are planned as a result.
- Children's health and well-being is promoted effectively in the caring, family atmosphere of the pre-school. They are safe in the setting as staff have a good understanding of child protection and ensure that the premises are safe at all times and that children are very well supervised.
- All aspects of the provision are very well monitored and staff work well as a team to identify areas for improvement in the setting. Staff training and development is well focused, which means that the quality of teaching and safeguarding is enhanced.

It is not yet outstanding because

- The setting has yet to find ways to fully engage all parents in supporting their children's learning in the pre-school and at home.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main play room and the outside learning environment.
 - The inspector held meetings with the leader of the pre-school, the children's centre manager and teacher, the school nursery teacher and the head teacher of the adjoining primary school.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Meadow View Tree House was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built

unit in the grounds of Meadow View Primary School in the Great Barr area of Birmingham. It is managed by an advisory committee which is a sub-committee of the governing body of Pheasey Park Farm Primary School. The setting serves the local area and is accessible to all children. It opens on Monday to Friday from 8am to 5.30pm all year round. It provides wrap-around care for a pre-school group, a before and after school club and a play scheme during the school holidays. The before and after school club has access to the school dining area, the computer suite and the toilets. There are fully enclosed areas available for outdoor play.

The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. There are currently 10 children attending who are within the early years age group. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- involve all parents in their children's learning by encouraging them to share information about their progress and to enhance their learning and development at home.

Inspection judgements

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

Pre-school staff work well together to plan activities for the children each week using the information they gather from their observations of each child. This information is collated and recorded each term, which provides a clear picture of children's progress and allows staff to build on their strengths and weaknesses. This means that children's individual needs are well met and they all make good progress at their own pace and level. Staff know all the children well and build on their next steps in learning during their play. They have a good understanding of the ways in which children play and learn, and provide interesting activities across all areas of learning. As a result, children develop a good range of skills in readiness for school.

Parents and carers share information about their children's needs and what they can do when they first start at the setting. This provides a base for staff to build on so that they make good progress. Information about children's activities is shared verbally each day between parents and staff and they are invited to contribute to children's progress

records. However, few parents take this opportunity and the setting has yet to find ways to involve all parents in their children's learning. This means that some children's learning may not be enhanced as effectively as others.

Two- and three-year-old children enjoy exploring the feel of paint on their hands during a hand printing activity. They explore a variety of textures, such as shaving foam and observe changes in materials when they bake biscuits and cakes. Children observe a spider through a magnifying glass so that they learn about the different features of living things. Staff provide very good learning opportunities for children to develop their mathematical skills. For example, they hunt for numbers hidden in the sand and match them to the corresponding numbers displayed on the wall. Children count during number songs and hold up the correct number of fingers to show how many are left each time one is taken away. They learn to recognise their own names and familiar words, such as the days of the week, through placing them on the board each morning. Children's language and vocabulary is developed very well by staff in their conversations. Children are told the correct names of toy animals and other items and a child is given a good explanation when he asks what it means to 'tuck in' his chair. They are encouraged to talk about their experiences and things they do at home and enjoy talking about the pictures when a story is read to them.

Children develop their technological skills well through their independent use of the computer and many push button toys, such as the till in the shop role play area. They are imaginative in their shop and home corner role play when they choose their resources and set up the cups for tea. Children learn to interact and socialise with each other effectively in this way and at snack times when they chat happily to staff and to each other. Children with special educational needs and/or disabilities are supported well in partnership with other professionals and outside agencies. Staff work closely with parents and carers in order to provide continuity of care. Children in the before and after school clubs have a wide choice of activities appropriate for their ages and are encouraged to vary their choices of activities so that they extend their learning experiences.

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

Children are secure and settled in the caring and welcoming atmosphere of the pre-school. They form good relationships with all staff who know the children well, so that if their key person is absent they do not become unsettled. As there is a small group of children who attend each day this means that less confident children feel more secure as they build their confidence when speaking in front of a small group. Staff help children to get to know each other's names and encourage them to talk about their families, which makes a link between home and the setting and helps children to feel secure. They enjoy chatting to staff and each other at snack times and have good relationships with each other. Children's independence is promoted very well and they are encouraged to put on their own coats and visit the bathroom on their own. The good quality toys and resources are well organised at low levels so that all children are able to access them easily, which helps them to make choices. The toy boxes are labelled with pictures so that children know where they go when they tidy up, which they do very well. Behaviour is very good and

children respond well when reminded not to run indoors or not to throw sand. Staff explain clearly to children the reasons why they must not do these things so that they develop an awareness of the needs of others and learn to keep themselves safe.

Children are active in their outdoor play each day as they use a wide range of wheeled toys, balls and climbing and balancing equipment, which develop their physical skills well. They are given healthy snacks and have access to water at any time. All staff hold food hygiene certificates and information about children's allergies is clearly displayed in the kitchen, which means that their health is given high priority. Accident and medical records are very well kept and staff are vigilant in attending to children's medical needs. New children settle in easily and are shown where the toilets are and told they may go when they wish. Other children are friendly towards them and ask their names. Some children at the pre-school also attend the school nursery and others move on to the nursery at a later time. Transition is smooth as children regularly join in with activities in the nursery and staff spend time in the pre-school. This means that children become familiar with the staff, the children and the school building. The nursery and the pre-school staff meet regularly to share information about children and their planning so that children have continuity of care and their learning is complemented.

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

Children are safeguarded very well as staff have a thorough knowledge of child protection and implement the effective policies well. The setting benefits from the experience of the children's centre manager who forms part of the management team and ensures staff understand their roles in regard to children's safety. Effective risk assessments are carried out so that the premises are safe and all staff have had recent safeguarding training. Rigorous recruitment procedures ensure that staff are suitable to work with children.

The provision is well monitored by the staff and the management. Regular appraisals identify staff training needs and they may request courses, which contribute towards their professional development. This means that children's learning experiences are enhanced through the improvement of staff's knowledge and skills. The children's centre teacher monitors planning and assessment, which means that there is now a very effective system in place so that each child's progress is closely monitored in order to plan focused next steps. Staff are well motivated and work well together as a team to evaluate their provision and identify areas for improvement. The staff and the management team contribute to the setting's self-evaluation form and plan how and when the improvements will be made.

The setting works well with outside agencies and other professionals, such as a speech and language therapist, health visitors and an educational psychologist, in order to fully support children with special educational needs and/or disabilities. There are close links with the two primary schools who form part of the management committee for the setting and support is received from the local early years development worker. Parents and carers have access to the setting's policies and share information with staff about their children's

needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

Unique reference number	EY292807
Local authority	Walsall
Inspection number	820102
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	10
Name of provider	Governing Body of Pheasey Park Farm Primary School
Date of previous inspection	09/12/2010
Telephone number	0121 360 6182

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

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 that are usually their 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.

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.

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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

