

# Pheasey Park Farm

Pheasey Park Farm Primary School, Wimperis Way, BIRMINGHAM, B43 7DH

<b>Inspection date</b>	18/03/2013
Previous inspection date	15/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children enjoy their time at this very welcoming and supportive nursery where they can explore, make their own discoveries, solve problems and learn skills for life to ensure they are ready for the next stages in their learning.
- Every practitioner has a good awareness of how children learn and makes the most of opportunities to promote children's learning through play, discussions and group activities. Children enjoy a broad range of quality experiences linked directly to their interests and developmental needs.
- Inclusion is given high priority and effective partnerships between parents, carers and other agencies ensure children's needs are met and their protection is assured.
- The setting fulfils its responsibilities in meeting the safeguarding and welfare requirements; potential risks to children are minimised through effective safeguarding and risk assessment procedures.
- A well-established key person system helps children form secure attachments, and this promotes their well-being very effectively.

### It is not yet outstanding because

- Opportunities for older children to further extend their understanding of the world by using their exploration and investigation skills have yet to be fully extended.
- Opportunities for older children to be involved in small tasks, for example, the preparation of food at snack time, are not yet fully embraced.

## 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.

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 all playrooms, lunch time in the baby room, and children playing in the outside play areas.
- The inspector talked to the children, and held meetings with the manager and the head of school.
- The inspector looked at a range of documentation including risk assessments, recording procedures for children's attendance, accidents and medication records, children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners who work with children, and looked at the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Jacqueline Nation

## Full Report

### Information about the setting

Pheasey Park Farm play care opened in 2001 and re-registered as a children's centre in 2006. The provision is run by the Pheasey Park Farm governors and operates from Pheasey Park Farm Primary School and Children's Centre, in the Great Barr area of Birmingham. The children's centre serves the local community and surrounding areas. There are secure areas for outdoor play.

The setting employs 40 practitioners who work with the children, all of whom hold appropriate early years qualifications. Two members of staff have a foundation degree and the manager holds a national qualification for children's centre leaders. The setting opens Monday to Friday for 50 weeks of the year. Sessions are from 7.45am until 6pm. There are currently 145 children on roll who are within the early years age group. Older children attend the provision before and after school and during school holidays.

The provision provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities. It receives support from the local authority, an early years coordinator employed by the school and a children's centre teacher. The centre offers a health and well-being service to families.

### 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 educational programmes for understanding the world and personal, social and emotional development for older children by introducing equipment, such as magnifying glasses and torches, to enhance children's exploration and investigation skills
  
- support children's growing independence by making the most of opportunities to involve them in tasks, for example, the preparation of food at snack time.

## Inspection judgements

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

Children are very happy, enthusiastic learners who enjoy their time at this welcoming nursery. Children's enthusiasm for learning and the levels to which they succeed are enhanced by practitioners who have a good understanding of how to capture children's interests and recognise that children learn through play. Practitioners have a secure

understanding of the learning and development requirements, and this means that children take part in a broad range of activities which cover all aspects of learning.

Secure planning and monitoring across the seven areas of learning ensure all aspects are sufficiently included. Systems to assess children's starting points on entry and transitions across the nursery are secure. These are implemented in a variety of ways, including working closely with parents from the beginning to find out about children's individual interests, needs, skills and abilities. Practitioners use their observations well to plan the next steps in children's learning based on their current interests. Children's progress, enjoyment and achievements are recorded in individual 'Learning Journals' which give a clear overview of their progress over time. This information is shared with parents, who are encouraged to share their views and enhance children's development at home.

Interaction between practitioners and children is strong and this promotes a sense of well-being and belonging. Practitioners help children become familiar with the daily routines, children make choices about what they would like to do, and this promotes their confidence and independence. During activities and discussions, practitioners take every opportunity to enhance children's communication skills. Practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. This shows the quality of teaching is good.

The nursery places a high emphasis on developing children's communication and language skills from an early age. Practitioners emphasise and repeat new words while looking at picture books with younger children, and older children enjoy story time and singing rhymes. Books are easily accessible in all rooms, and comfy book areas encourage children to develop a love of books as they sit on cushions and are able to relax. Children's early writing skills are developing well and they are involved in making marks using a variety of resources. They draw, paint, run their fingers through gloop and shaving foam, and explore the properties of sand. Practitioners help children to make connections between words, letters and sounds. The environment is rich in print to enable children to learn to recognise familiar letters, the sound they make and the connection with their names and objects. Older children are keen to share their knowledge about the letters that make up their name, and this helps them to develop the skills they need for early reading.

Children's expressive art and design skills are supported well. They enjoy role play activities and older children make up their own games, taking on different roles and characters. Role play areas change to reflect children's interests, and this means that they can enjoy a visit to the 'hairdressers'. Children like to dance, play musical instruments and make cards for special occasions, such as Easter. Every opportunity is used to promote children's mathematical skills. They learn about shapes, size, number and colours as they play and through planned activities. Practitioners use mathematical language to enhance children's understanding as they measure bricks in the construction area, make models of jellyfish and flowers, take part in threading activities, play dominoes and complete puzzles.

There is a very good focus on outdoor play, which children thoroughly enjoy and benefit from as they develop their confidence and refine their physical skills. Younger children have their own outdoor play space which suits their needs well, and they are taken on

walks around the school site. All children are given the time and space to make their own discoveries and thoughtfully planned nursery rooms create enabling environments for children of all ages. Younger children use a variety of electronic resources where they learn to push and twist knobs, and they investigate the contents of their treasure baskets. There is scope to enhance the learning environment further for older children by making equipment available, such as magnifying glasses and torches, which they can use to explore, investigate and find out how things work. Practitioners help children develop an awareness of diversity and a wider society. Children take part in activities and discussions about different festivals and celebrations throughout the year. Overall, children are supported well to acquire the skills they need to be ready for the next stages in their learning.

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

This is a very friendly and welcoming nursery where children are able to settle at a pace that suits them and their families. As a result, children develop close and caring relationships with practitioners and their key person who knows them well. All children show a strong sense of belonging within the provision and approach practitioners with ease to make their needs known. They receive plenty of reassurance throughout the day because practitioners work at the children's level and plan calming experiences for them. They spend time at their level, sitting close by or on the floor, which makes it easier for children to seek comfort when needed. Good attention is given to children's individual care routines by working closely with parents, and this has a positive impact on children's well-being. Practitioners know the children well and have a good knowledge of their individual needs and unique characters. Children are assisted well as they move rooms within the nursery with good support from their key person, to ensure a smooth and confident transition to their new room.

Children's personal, social and emotional development is fostered well. Children are confident in their environment and their behaviour is good. They play well together and strong friendships are evident. Children learn about the rules for being together, and how to use resources and space safely. Older children remind each other about the rules they have to follow for their own safety, for example, by explaining that 'You're not supposed to run in the classroom' and during snack time that 'You have to use good manners'. Children are taking responsibility in the setting by helping to tidy away toys after play. Children are helped to develop a positive sense of themselves. They receive plenty of praise and encouragement, and their artwork is valued and displayed around the nursery rooms. All children enjoy sociable snack and meal times as they sit by their friends. However, older children are not fully involved in small tasks to promote their independence skills further, such as helping to prepare snacks. Inclusion is given good attention; every child is warmly welcomed, valued and respected. Strategies are in place to support children with English as an additional language, and well-established links with local agencies promote the successful inclusion of any children with special educational needs and/or disabilities.

Children's individual health, physical and dietary needs are effectively met. Their specific needs are clearly documented and understood well by practitioners. Effective records are

in place for any accidents involving children at the setting, and parents are kept fully informed of any concerns or issues affecting their child. Positive steps are taken to minimise cross-infection, and children follow good hygiene practices throughout the day. Healthy eating is a priority. Children are provided with fresh fruit snacks and have milk and water to drink, and some enjoy a healthy, nutritious lunch provided by the school catering staff. Children's safety and well-being are given good consideration; they play in a safe and secure environment and learn how to evacuate the premises in an emergency. They benefit from good levels of supervision and attention because practitioners deploy themselves well throughout the nursery rooms and outdoor play areas.

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

Leadership and management of the setting is good. Accurate identification of priorities through self-evaluation, action plans and reflective practice provide continued systematic improvement of the quality of the provision. Partnerships with the host school are working very well to further support continuous improvement, policy and practice. Robust recruitment, induction, supervision and performance management systems ensure practitioners' suitability, and that their strengths are valued and recognised.

Arrangements for safeguarding children within the provision are very effective. All practitioners have a secure knowledge and understanding of safeguarding issues and the procedures to follow in the event of a concern. All the required documentation and recording procedures to meet the welfare requirements are in place and maintained accurately and effectively. This includes attendance registers, accident and medication records. Clear and well-understood policies and procedures are in place to assess any risks to children's safety. Risk assessments are very effective and the premises are secure. Access to the premises is monitored, and internal electronic door locks and intercom systems are used to ensure the premises are secure. Outside gates are locked while children play outdoors, and keys are easily accessible in the event of an emergency. The manager completes a monthly review of all accidents involving children to identify any area of risk and any further steps that can be taken to minimise these. Children are supervised well at all times, and the setting can clearly demonstrate how they keep children safe, both indoors and while playing in the outdoor area.

The management team have good systems in place to monitor the effectiveness of the educational programmes and work with practitioners to analyse the quality of planning and assessment. Children benefit from the setting's very good links with the host school, and the good support they receive from the headteacher and early years team within the school. This further promotes good continuity of care and learning.

Extensive partnership working with parents and carers enables them to play an active role in their child's learning, and parents are able to contribute to their child's learning journal with their observations from home. Parents' views are valued and there are many opportunities for them to share their opinions; informally through daily discussions and formally through the use of questionnaires, and to talk about any concerns with the manager. It is clear from discussions with parents and carers during the inspection that

they fully appreciate what this setting achieves for their children. One parent said 'It's a brilliant place' and others spoke about being well-informed about their child's progress, the very friendly, caring and approachable staff and management team, the good interaction between staff and children, and the effective policies and procedures. A wide range of information is displayed throughout the setting, and in nursery rooms; this makes sure parents are fully informed about how the provision operates. The setting liaises closely with other providers and a wide range of professionals, and they work together to support children and their families very effectively. This ensures that all children achieve well and receive any additional support they may need. The management team and practitioners create an environment that is welcoming, safe and stimulating. This means that children enjoy their learning, grow in confidence and develop the underpinning skills needed for their future success.

### **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 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 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

<b>Unique reference number</b>	EY294164
<b>Local authority</b>	Walsall
<b>Inspection number</b>	908707
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	106
<b>Number of children on roll</b>	145
<b>Name of provider</b>	Pheasey Park Farm Primary School Governing Body
<b>Date of previous inspection</b>	15/03/2012
<b>Telephone number</b>	0121 366 7639

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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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