

Perryfields Pre-School

Perryfields Primary School, Apsley Road, OLDBURY, West Midlands, B68 0QY

Inspection date	23/05/2013
Previous inspection date	29/03/2010

The quality and standards of the early years provision	This inspection:	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

- The pre-school provides an exciting and stimulating environment in which all children learn and make very good progress. Staff have a thorough understanding of the Early Years Foundation Stage and challenge children effectively in their learning.
- Children's health and well-being is very well protected, as staff teach them about making healthy food choices and about the importance of exercise. Staff are very caring and teach children to be thoughtful and kind towards each other.
- Children are safe, as staff implement the effective policies and procedures and carry out daily risk assessments of the premises. They supervise children vigilantly at all times so they are safe.
- Staff work very effectively together to evaluate their planning and teaching so that children receive challenging and exciting learning experiences. Training is focused in order to address the identified areas for improvement so that the provision is continually improving.

It is not yet outstanding because

- There is scope to further develop the monitoring of staff performance in order to sustain and improve the already very good practice in the pre-school.

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 the two play rooms and the outdoor play area, including a joint observation with the manager.
- The inspector held meetings with the manager and the chair of the pre-school committee.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of practitioners working in the pre-school and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Perryfields Pre-School was re-registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile classroom at Perryfields Primary School in Oldbury, West Midlands and is managed by a committee. The pre-school serves a wide catchment area and is accessible to all children. It opens on Monday to Friday from 8.45am to 11.45am during school term time. There is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. Children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities and 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:

- enhance the system for the monitoring of teaching, planning and assessment further to ensure that the already very good practice is sustained so that children continue to receive good quality care and learning experiences.

Inspection judgements

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

The two rooms and the outdoor area are very well organised so that children access the toys and resources easily. This means they make independent choices and develop their individual learning styles. Staff observe children each week and use the information to plan the next steps in their learning so that they make very good progress. They ask children what they would like to learn about a particular theme, which they include in the planning. This ensures children are enthusiastic and motivated in their learning. For example, when planning the theme of mini beasts, children said they would like to find out more about ladybirds, caterpillars and worms. As a result, staff plan exciting activities based on children's interests. Staff produce clear overviews of each child's stage in learning and development. They use this to identify and close any gaps in their learning so that children make consistent progress from their starting points. Staff reflect on and evaluate their planning and teaching each week in order to adapt this so that children achieve their next steps in learning.

Parents are very involved in children's learning, as staff encourage them to practise phonics and activities related to children's learning at pre-school. They take home a diary to which parents, children and staff contribute to share children's achievements and family events. This provides information which staff use in planning and areas for discussion at group time, which develops children's communication skills very well. Parents are encouraged to talk to children at pre-school about their jobs, such as, a parent police officer, in relation to the 'people who help us' theme. This contributes to children's first hand experiences, which they use to develop their imaginations in role play and their understanding of the world. Parents share information with their child's key persons each day and are well-informed about the activities and their purpose.

All children at the pre-school are aged three and four years. A small group of children really enjoy a painting activity in which they make a character for their 'Jack and the Beanstalk' display. They use sponge rollers to paint the figure and choose the colours. Staff ask them which colours and shades are lighter and darker and children mix the colours themselves. They develop their language and vocabulary very well as a result of staffs' skilful questioning and interaction in the activity. Staff divide children into small 'family groups' according to their age and abilities for a short, adult-led activity during each session. They teach children to recognise the sounds and shapes of letters and children collect objects from around the room, which begin with a given sound. These activities are planned according to children's stages in learning. Children explore sounds made by rice or pasta in plastic bottles, which they have made previously. They are encouraged to listen carefully and say which sounds are similar, the same or different. This also develops their vocabulary well. Children are very well prepared for school through all their activities and routines at the pre-school.

Children are very imaginative in their use of the exciting outdoor area. They 'cook' in the mud kitchen, look at books under a covered area and observe the plants and tadpoles in the raised pond. Staff teach children about life cycles through this first-hand experience and they explore many natural objects, such as, bark, shells and cones. Staff develop children's physical skills very well through their use of wheeled toys and a wide range of climbing and balancing equipment. Children with English as an additional language and with special educational needs and/or disabilities are supported well. Staff work closely with many outside agencies and other professionals, such as, a speech therapist and the area special educational needs coordinator. Staff attend specifically focused training courses in order to gain the knowledge and skills needed so that they can meet the needs of all children. Children's home languages are used at the pre-school to support those learning English as an additional language. As a result, all children are making good progress.

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

Children are very happy and secure at the pre-school, as staff are very caring and protect children's health and well-being effectively. Information is obtained from parents about children's likes, dislikes and additional requirements so that staff meet their needs. Children are confident and use all the space both indoors and outside to choose their own toys and activities. They enjoy involving staff in their activities and chat happily to each

other at snack times. They form secure bonds with their key person who knows them well. Transitions to school are managed very well, as most children move up to the school on the same site as the pre-school. Children use the school hall regularly and meet the reception teachers so that they are familiar with the staff and the building. Staff arrange visits from teachers from the other schools children will attend and plan activities about going to school, so that they are secure in their transition. Information is passed on to school staff so that children's needs continue to be met.

Staff encourage parents to provide healthy snacks for children, as they bring their own each day. Children choose milk or water and staff teach them about healthy food choices. During a movement session, staff teach children that they need to warm their bodies up first, as it is cold. They have fresh air and exercise each day and learn about keeping clean and how to take care of their bodies. They learn to manage risks safely in their use of the climbing and balancing equipment. Staff remind children not to run indoors so that they learn to keep themselves and other children safe. Staff teach children to be independent, as they put on their own coats and change their shoes. They teach children to be kind, as one child helps another to change their shoes and behaviour is very good. There are very good relationships between children and staff and children share and take turns well. Staff praise children frequently for their achievements and good behaviour. This builds their confidence and good self-esteem very well.

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

Staff work very well together as a team to monitor and evaluate all aspects of the provision. The acting manager monitors staff performance as she works with the other three members of staff each day. However, there is room to improve the monitoring system further, in order to precisely evaluate the impact of staffs' practice. This is to ensure that children's very good progress towards the early learning goals continues. The head teacher of the primary school, the reception teacher and the local authority early years advisor all oversee the planning, teaching and other aspects of the provision. This ensures that the high standards are maintained and staff are kept up-to-date with current legislation in the running of the pre-school. Staff carry out effective self-evaluation, which includes the views of parents and children. They identify areas for improvement and plan training as a result of this, which improves children's achievements over time.

Staff implement the effective policies and procedures very effectively so that children are safe and the provider is clear about informing Ofsted of any changes. The premises are secure and there are rigorous procedures for the collection of children. Staff supervise children vigilantly and record and monitor accidents and medication meticulously. Safe recruitment policies are practised so that all staff are suitable to work with young children. Staff have a good understanding of safeguarding and their responsibility to take appropriate action to protect children to keep them safe.

Parents' suggestions and opinions are invited to contribute to the provision. Staff provide them with a parents' feedback folder so they can see photographs and information about how their suggestions have been acted on. Children are asked for their ideas to contribute

to planning, so that their needs and interests are met. Staff work with many other professionals in order to support children and meet any additional needs. The pre-school belongs to a network of local early years providers, which means they share ideas and best practice on a regular basis. There is good communication with the other settings that children attend, so that children's learning is complemented and their well-being is protected.

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

Unique reference number	EY390766
Local authority	Sandwell
Inspection number	894209
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	30
Name of provider	Perryfields Pre-School Committee
Date of previous inspection	29/03/2010
Telephone number	07749926083

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, 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.

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

