

The Village Green Pre-School

10 Shenley Green, Selly Oak, BIRMINGHAM, West Midlands, B29 4HH

Inspection date

Previous inspection date

20/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 really enjoy being at pre-school. They thrive in the most stimulating surroundings and form strong bonds with the adults working with them. Staff are positive role models, encouraging children to be eager, focused and imaginative learners.
- The environment is inviting and exciting for children with a very good selection of resources. As a result, children are keen learners who are actively engaged at all times.
- Staff keep parents well-informed of their children's progress and parents have good opportunities to contribute to their children's learning.
- Staff implement rigorous safeguarding procedures to ensure children's safety and protection at all times.

It is not yet outstanding because

- There is scope to extend the opportunities to solve simple number problems in order to promote the already good learning experiences that promote children's interest in numbers and counting.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the pre-school in both indoor and the outdoor public play spaces used by the setting.
- The inspector spoke with the nursery owners, staff and children at appropriate times throughout the day.
- The inspector checked evidence of suitability, including disclosure and Barring checks, qualifications of practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.

Inspector

Jennifer Turner

Full report

Information about the setting

The Village Green Pre-school was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a shopping arcade in the Shenley Green area of The Bournville Village Trust and is managed by a private individual. The pre-school serves the local area and is accessible to all children. It operates from three rooms on the ground floor. The pre-school uses local facilities for outdoor play including the public play area and a grassed area adjacent to a local church within walking distance.

The pre-school employs five members of childcare staff. All of who hold appropriate early years qualifications at level 2 and 3, including the manager who holds a degree and Early Years Professional status. The pre-school opens Monday to Friday all year round. Sessions are from 8am until 6pm. There are currently 35 children on roll who attend full and part time places. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- give more encouragement to children to solve simple number problems in order to further promote children's interest in numbers and counting.

Inspection judgements

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

Staff support and enhance young children's learning well in this well-resourced play and learning environment. Staff have a good knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and use this very well to meet children's individual needs. Children have access to good quality educational programmes, because staff offer a good balance of adult-led and child-initiated play activities that are very well planned, purposeful and developmentally appropriate. They use aspects of the 'High scope' theory to thoughtfully plan the layout of playrooms to create enabling environments for all ages of children to promote their independence and engage them in purposeful play. The aim of the pre-school as stated by the provider is about children, creating, experimenting, problem-solving and resolving conflicts as they learn and have fun. Children are excited as they play in the art area and create colourful pictures which they display themselves on their own, 'Our wonder wall'. They enjoy hunting in the wood chip for hidden dinosaurs and other small world animals, as they develop their sensory skills to explore a range of materials. They visit local parks and engage in pond dipping and hunting for mini beasts.

Children enjoy moulding with play dough they helped to make and they use flour to prevent it sticking to their fingers. They use their imagination to mould the dough to create cakes and throw the flour in the air pretending it is snow. Children enjoy daily walks to the nearby play area where they are able to use a range of climbing equipment and swings. They also use the grassed area on the opposite side of the path where they engage in climbing and painting trees, building dens or swinging in hammocks fastened between trees. Staff are confident in observing children's progress and their developing interests. They effectively identify the correct developmental age bands that children are working within, and subsequently their next steps in learning. They use this information very well to plan for children's individual learning needs. As a result, children make good progress in all seven areas of learning and this prepares them for the next steps in their lives, such as going to school. Each child has a learning journal with lots of photographs of activities they engage in and their own creative work and children love to stick their own photographs and pictures in their journals. This also gives staff the opportunity to talk to children about their experiences and what they enjoy best. Staff are committed to supporting children's personal, social and emotional skills, physical skills and communication and language, so that they make effective progress. Staff ably foster children's communication skills. There is a consistent buzz of conversation and staff chat easily to children, helping them to be increasingly confident and articulate. For example, during snack time children and staff sit together and their discussions include events at home. Parents contribute to their children's progress records by sharing what their children are learning at home. They know who their child's key person is, from the initial home visits that take place, in addition, to attending parents' evenings and daily discussions with staff about their child's development and what they are learning. This helps them to support their children's learning at home and their continued progress towards the early learning goals. Parents and children's key person set targets for the children and these are displayed so that everyone is aware of what children's next steps are.

The pre-school environment, resources and activities are interesting, varied and well planned. As a result, children develop a good disposition to learning. Teaching is good because all staff have a good understanding of how children learn and they create an environment that enhances learning well. Staff encourage them to recognise letters and sounds and many children confidently identify their names on labels, for instance, during self-registration. Children develop good mathematical skills as they count the number of children present during circle time registration. Children use the white board to mark off the numbers of children present as staff call their names. They count the number of marks to show how many children are present and find the matching number on the wall and sing number songs and rhymes. As a result, children are learning to count and recognise numbers. However, they do not have sufficient opportunities to solve simple number problems in order to promote the already good learning experiences that promotes their interest in numbers and counting. Staff are enthusiastic and actively encourage children's vivid imagination. Children use a range of junk materials to create robots and they march around the room making the sounds of robots as they swing their arms. Children are fascinated by the talking tube as they stand at different points of the room talking to each other through the winding tubes and they giggle with excitement as they listen to the voices. Children's physical skills are well supported as they march around to music during the dance and movement session. They bend and stretch their bodies and staff talk to

children about the effects exercise has on their bodies. They ask children, 'Are you getting warm yet?' and introduce positional language, such as 'Can you move to and fro?', 'breathe in and out?', 'stand on your tippy toes and stretch your legs out?' As a result, children remain motivated and interested in learning. Staff support children with English as an additional language well. They teach children to use single words and visual signs using pictorial cards they have designed to help them to communicate, as well as using sign language. Staff listen to children very carefully and acknowledge what they are saying. This helps to develop children's use of English and subsequently they become more confident to express themselves. Children have opportunities to explore written captions and print in their home language, as staff seek these from parents, alongside English and this helps to further deepen their understanding. Children who have special educational needs and/or disabilities are very well supported and staff work closely with parents and specialists to ensure they are fully supported. Progress checks at age two are successfully completed. Any gaps in the progress of a child are quickly identified and sensitively shared with parents. As a result, additional support can be requested if it is appropriate.

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

Children have warm, secure bonds with staff and settle well in this homely pre-school. Staff find out about children's interests and skills during the initial home visits they carry out and when they first arrive at the setting. This helps staff to get to know and plan for children well. Staff help babies to settle by gaining information from parents about their routines and adapting these to suit babies individual needs. Staff teach children how to behave safely. For instance, when walking to the public play area children know they must, 'Stop, look and listen' and they sing their road crossing song to support children's understanding of road safety. Children know that when they hear the whistle they must stop and go to the nearest door. Children use the bathroom independently and understand the reasons why they need to wash their hands afterwards and staff remind them by singing, 'Wash your dirty hands, wash your dirty feet and knees'. Staff support younger children to develop self-care skills. Staff change babies' nappies in private, clean and comfortable areas and wear protective clothes to help reduce risks of cross infection.

Children play in a colourful and organised environment where resources are all easily accessible to support their independence. Children eat balanced and nutritious meals prepared by caterers. They provide for children's individual special dietary and cultural needs. Children help to lay tables at lunchtime and pour their own drinks and they know they should scrape their plates when they have finished eating, which shows good independence skills. Staff provide children with a selection of fresh fruit and healthy cereals for snacks, and children make their own choices from these. Children develop healthy lifestyles because staff take them to local play parks daily for fresh air and physical exercise. Children behave well because they are clear about expectations of behaviour. Staff are gentle with the children, praise them often and encourage children to find agreeable solutions to any difficulties they may face. Staff use suitable ways to manage the behaviour of young children, such as distraction. Children spend time in their groups, but are also able to move freely around other rooms, before moving to the next group and this helps them to get to know all the staff. Staff help children to be emotionally and

socially ready for school. The pre-school has close links with the local schools in the area, as well as the children's centre. Staff talk to children about starting school and read books on this area to help children prepare for their move. In addition, staff help to foster children's independence so they grow in confidence and are outgoing, sociable and very self-assured. During tidy up sessions children sing a song and they come together to discuss the tasks, such as cleaning the paint from the tables and some children become more enthusiastic and decide to clean the doors and floors as well. The pre-school has developed close links with the local church, hairdressers and elderly residents living on the estate, since they have opened.

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

The owner/manager and staff in this pre-school are very motivated about ensuring children thrive, enjoy learning and progress well in all areas of learning. Together they have made good progress since registration to ensure the pre-school provide good quality provision. The owner is very hands on and along with her deputy they model good practice for the whole team. She spends time observing staff practice and reviewing planning and assessment records. All staff have undergone an appraisal and have regular supervision. This helps to assure quality and consistency in practice. Staff are able to identify any children who are not developing at expected levels because a tracking system is in place to provide information on children's progress. There are some clear and practical guidelines displayed for everyone about exactly how to support the child's learning in each area of learning, so that staff can refer to these for ideas when planning and delivering activities.

Staff carry out regular risk assessments covering all aspects of the nursery, including outings to the public play areas they use for outdoor play and this helps to keep children protected from harm. The nursery has a safeguarding policy and procedure in place. Staff demonstrate a good knowledge of the signs to look out for and procedures to follow if they have concerns about a child. The manager is the named lead person with safeguarding responsibilities and she ensures all legal requirements are met. The nursery has a robust recruitment procedure that includes obtaining an enhanced disclosure and barring service check and checking suitability to work with children. The managers and staff conduct a thorough evaluation of practice, taking into account the views of parents obtained from daily discussion. Staff listen carefully to children and encourage them to express their likes and dislikes, during group discussions and everyday conversations. This helps staff to continually review and adapt their practice to meet children's needs. The owner/manager is passionate about the pre-school and in maintaining the current high standards they have achieved in the short time they have been registered. All staff are highly committed to continuous professional development and attend regular and varied training courses, to enhance and update their knowledge and skills.

Good partnerships with parents, local school and other agencies make a significant contribution to the manager's and staff's success in assessing and meeting children's needs. For example, parents feel well informed about their children's care, activities and

achievements and appreciate being able to actively contribute to their children's learning at pre-school and at home. Parents are very keen to express how pleased they are with how the pre-school is run, and how settled their children are and how they look forward to attending. Pre-school children make smooth transitions into full-time education because they are well prepared through developing their confidence, skills and abilities. Pre-school staff have also formed close links with other providers in the area to ensure they are able to offer continuity and consistency for children who may attend more than one setting in the future. Partnerships with other agencies ensure very well-targeted support, including specialised care is provided for children with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464559
Local authority	Birmingham
Inspection number	931604
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	35
Name of provider	Cindy Susan Brooks
Date of previous inspection	not applicable
Telephone number	0121475 5240

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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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