

# Newtown Pre School

Newtown Nursery School, Hockley Close, BIRMINGHAM, B19 2NS

## Inspection date

Previous inspection date

07/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff promote children's language skills well and they use resources competently to support children's learning.
- Children's well-being is positively promoted and their independence skills are supported well. Therefore, they develop good self-care skills.
- The manager and staff have a clear understanding of their responsibility to protect children in their care. This means they are kept safe in the pre-school environment.
- The partnerships with parents and other professionals ensure children receive the support they need during their time in the pre-school.

### It is not yet good because

- Staff do not always encourage thinking skills and the delivery of some aspects of learning does not ensure all children benefit fully from activities.
- The behaviour of some children does not allow other children to concentrate on their play.
- The supervision of staff is not yet established to ensure they receive consistent support to improve practice.
- Staff do not use routine activities to promote children's understanding of healthy eating.
- The monitoring and self-evaluation are not sufficiently rigorous to improve teaching and

to take account of the views of parents and children.

### **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 checked evidence of suitability and qualifications of staff working with children.
- The inspector held discussions with the provider and the manager.
- The inspector spoke with staff and children.
- The inspector took account of the views of parents on the day.
- The inspector looked at documents, including policies and records.

### **Inspector**

Adelaide Griffith

## **Full report**

### **Information about the setting**

Newtown Pre School opened in 2013 and is overseen by a management committee linked to Newtown Nursery School. It operates from a large room in the nursery school in the Newtown area of Birmingham. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens five days a week, from 8.45am to 11.45am and from 12.30pm to 3pm, Monday to Thursday, during term time only. Children attend for a variety of sessions. Children are cared for in one room and have access to an enclosed outdoor play area. There are currently 18 children in the early years age group on roll. The pre-school receives funding for the provision of free early education for three-year-old children. It supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently two staff and an agency member of staff working directly with children, all of whom hold appropriate qualifications at level 3. The pre-school receives support from the local authority. It is registered on the Early Years Register and the compulsory part of the Childcare Register.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop arrangements for regular supervision with staff to identify their individual need for support to ensure their practice promotes children's learning and care effectively at all times
- review the methods used for managing the behaviour of boys to ensure they clearly adhere to the boundaries of behaviour, so that all children can fully enjoy play activities in the pre-school
- provide consistently enjoyable and worthwhile learning experiences for all children and include challenges to encourage their thinking skills and to promote their learning, so that they make good progress in their development.

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

- use routine activities, such as snack times to help children learn about the benefits of healthy eating
- develop the methods for monitoring of staff practice so that weaknesses are identified and action taken to address these to ensure children's learning and care are always effectively promoted
- build on self-evaluation by extending how the views of parents and children are included to further assist in identifying areas for further improvements.

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

Staff provide a suitable range of activities to promote children's learning and development. There is a clear emphasis on promoting children's language skills. For instance, staff constantly talk with children and deliver activities that foster understanding. They use story time and the singing of nursery rhymes regularly to engage children and to hold their interest. Children enjoy these activities as they join in with actions modelled by adults. During story time staff include other areas of learning, for instance, number skills. To illustrate, they invite children to count the number of pigs on the page. Although, staff promote children's listening skills competently, they do not always encourage critical thinking. For example, they do not use sufficient open-ended questions to help children sustain their thinking around an area of interest. Staff use resources competently to

promote enjoyment and to boost children's learning experiences. For instance, they encourage children to explore textures and to name colours of materials chosen for a planned activity. However, some aspects of learning are not thought through to ensure all children participate fully in worthwhile activities. This means that the learning experiences of some children are not always challenging. The quality of teaching is variable across the pre-school. Consequently, children make satisfactory rather than good progress in their development.

Staff often join in with children's play and use these opportunities to note what children can do. They plan activities accordingly and ensure there is a good balance between child-led play and adult-led activities. An initial assessment is completed for each child when they start in the pre-school. This means that staff have an understanding of children's development and can plan for their learning. They competently support children to build on the skills they have developed. By observing what children do and know, staff can plan how to move them on in their learning. For instance, through daily physical play children develop their large muscle skills appropriately. Staff encourage parents to continue with learning at home by providing books for loan on a weekly basis. This means there is a shared understanding of promoting children's development. Staff ensure that children have had a 'progress check at age two' before they start in the pre-school. On completion of a formal assessment staff share information with parents about any concerns to ensure appropriate steps are taken to support children. A large number of children in the pre-school speak English as an additional language. Staff obtain key words from parents and use information technology to translate some words to support children's communication skills. Therefore, children are developing their skills in speaking English and this lays a sound foundation for their future learning at school. At a suitable time staff prepare children for their move into school through a range of activities. These include a series of visits to meet all school staff and other children. Consequently, children have an understanding of what to expect when they start school. Staff ensure children with special educational needs and/or disabilities receive support according to their individual needs. As a result, they make steady progress in their development.

The print rich environment helps children to develop an awareness of letters, which reinforce letter recognition activities delivered by staff. For example, as children say their names staff use cards to introduce the first letters of their names. The pre-school is colourful due to a wide range of displays, including examples of children's painting and artwork. The layout of the room encourages children to engage in a variety of play activities. For instance, they listen to music, read books and play with programmable toys, such as telephones. The role play area is a source of delight where children can engage in imaginative play. As children select good quality resources they have many opportunities to explore the environment. As a result, they take control of their play and develop the skills in directing their own play.

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

Children enjoy their time in the pre-school where they form strong relationships with key persons. Their emotional well-being is promoted positively due to the welcoming

environment, which is well-resourced with toys and equipment. Two induction sessions are offered to help children settle in the pre-school. A wide range of photographs of family members contribute to their sense of belonging. Therefore, the move from home into the pre-school is a stress-free experience for all children. As the pre-school room is situated within the nursery school premises, children often see the teaching staff. A gradual introduction to other children ensures that the transition into the school is smooth. Staff interact constantly with children and praise them consistently. Consequently, children are confident and request support from adults, for example, to use equipment that support their counting skills. Most children in the pre-school are well-behaved. However, some boisterous boys engage in disruptive behaviour at times and this means that children's play can be interrupted. Although, staff use firm methods to manage this type of behaviour these children do not always comply promptly with requests.

Care practices are well-established and children learn to develop independence skills to attend to their personal hygiene. Children often wash hands under supervision and they do so spontaneously at times. Children learn about healthy lifestyles due to daily outside play. Following vigorous exercise children have opportunities to engage in quiet activities as they select books and look at pictures on their own. Staff serve snacks of fresh fruit daily but they do not always help children learn about the benefits of healthy eating. Water is stored within children's reach and they enjoy drinks at snack time. Children learn to take risks during activities, for example, as they use scissors to cut paper. Reminders from staff ensure they are careful when using these tools and as a result, they learn to keep themselves safe. Children are happy in the pre-school where their care needs are addressed competently.

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

The leadership and management of the pre-school are satisfactory. The manager and staff have a clear understanding of their responsibilities to protect children in their care. Policies are reviewed and updated regularly to reflect current guidance from the Local Safeguarding Children's Board. Staff carry out daily checks of the premises, including the outside play space to ensure that children are safe at all times. The provider is informed about safer recruitment procedures and staff are vetted to ensure they are suitable to work with children. An induction programme is in place to prepare staff for their role in the pre-school. The manager discusses ongoing suitability issues with staff regularly. These practices and procedures contribute appropriately to the safeguarding of children. All records required for the smooth running of the pre-school are available.

Although, the manager has had supervision to discuss her role, other staff have not had similar opportunities. As a result, the regular discussions about activities do not sufficiently address the individual practice of staff and where they need specific support. Opportunities for professional development are identified, for instance, a member of staff takes responsibility for behaviour management. Areas identified for further training include refresher courses relating to child protection and first aid. The manager and staff regularly review planning and the assessment of children's progress. However, the monitoring of

staff practice to promote children's learning is not fully established. This means that children do not always receive the support they need to make good progress in their development. The manager and staff hold appropriate early years qualifications. The training staff have undertaken in child protection ensures that children are kept safe in the pre-school. The manager has reviewed some aspects of the pre-school with staff. As a result, they have reorganised the room and this means that children have better access to resources. Monthly targets are set by the provider to bring about improvement in the pre-school. As yet, parents and children are not invited to contribute to the self-evaluation of the pre-school. Therefore, their views are not included in changes made for the benefit of children.

The partnerships with parents are good as they receive information about activities and the provision in the pre-school. Parents comment positively on their children's happiness and progress in speaking and their growing ability to mix with others. They value the opportunities to read with their children and welcome the book lending scheme that has been introduced recently. The daily two-way flow of information is maintained through feedback at the end of sessions. This means that parents receive information about their children's activities and well-being in the pre-school. Staff have offered several workshops for parents and they also provide compact discs of nursery rhymes to be used at home. Therefore, the partnership supports parents well to promote their children's learning. The manager and staff work well with other professionals, for instance, to review the pre-school with external agencies. Children do not attend other settings but the manager is aware of the importance of sharing information to support children's individual progress.

### **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

<b>Unique reference number</b>	EY463662
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	927944
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Newtown Pre-School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01213592476

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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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