

# Birchwood Pre-School & Out of Hours Club



Birchwood Primary School Polesworth, Birchwood Avenue, Dordon, Tamworth, Staffordshire, B78 1QU

<b>Inspection date</b>	15 June 2015
Previous inspection date	4 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Partnerships with parents are very strong. Parents speak very highly of the pre-school. They comment on the different ways in which staff support them and involve them in their children's learning. This ensures a shared approach to children's care and learning.
- The quality of teaching is good. Practitioners plan effectively to provide an interesting and varied range of activities. Consequently, children make good progress in their learning and development.
- Arrangements for safeguarding children are robust. Staff undertake relevant training to keep their knowledge and skills up to date.
- Children are taught by well-qualified and knowledgeable staff who have high expectations for them. Staff place a strong focus on children's communication and language, physical, emotional and social skills. This ensures children have a range of skills to prepare them for their future learning at school.
- Highly effective relationships have been established between the pre-school and the on-site primary school. This means that children are very well supported as they start school.

### It is not yet outstanding because:

- On occasions, some staff do not leave enough time for children to think about their answers to questions.
- Staff are not always successful at organising the time between sessions or routines.

## What the setting needs to do to improve further

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

- ensure all staff allow children enough thinking time so that they can form answers to questions, in order to extend children's language skills
- review the organisation of activities between sessions or routines so that there are opportunities for continual learning throughout these times.

### Inspection activities

- The inspector observed activities inside and outside.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of staff's suitability and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Trisha Turney

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Teaching is good as staff engage with children during both adult-led and child-initiated play. Staff are skilled at changing their teaching approach to consider the different ages of the children within the pre-school. Staff support children's individual learning. Staff carefully plan activities based on children's current interests, close observations of their achievements and accurate assessments of the next steps in their learning. For example, children are interested in holidays, so staff provide equipment for them to set up their own 'bed and breakfast'. Staff create a 'beach' with pools of water and sand. Children learn to describe how the sand and water feels as they jump and splash with their feet. Children thoroughly enjoy caring for their vegetable area. Staff use this area to encourage children to learn about the natural world. For example, they ask children what plants need to grow. Children confidently answer 'water' and 'sun'. Staff generally ask clear and open questions to promote children's speaking and listening skills. However, occasionally, staff ask questions too quickly and this means that they do not always give children time to think about their answers.

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

The pre-school provides a warm and caring environment where staff get to know children and their families well. Staff gather detailed information from parents to ensure that they can follow children's familiar care needs and routines. As a result, children are confident, happy and eager to play and learn. Staff sit with children at snack and mealtimes and prompt discussion about food. As a result, children are beginning to learn about how to lead a healthy lifestyle. However, there are times within the session that staff do not organise as well. For example, after lunch all the children sit together for a story as staff tidy the eating areas. However, the group size is too large and some children cannot see the book. This results in some children losing concentration and becoming distracted. A wide range of outdoor resources are available to the children. Children have ample opportunity to develop their physical skills. They competently ride wheeled toys, roll balls through tubes and use brushes and water to make marks on the ground.

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

The owner of the pre-school is also the manager and she consistently reviews all aspects of the provision. The views of parents and children are carefully considered and staff follow clear action plans to drive forward improvements. Good support is provided for children with special educational needs and/or disabilities and children who speak English as an additional language. There are systems in place to ensure all children's progress is checked to ensure that any gaps in learning are addressed. As a result, all children make good progress. The manager places a strong emphasis on staff's professional development. Staff have regular meetings with the manager and staff team. All staff are supported to obtain higher-level qualifications and attend regular training. As a result, staff knowledge and skills are enhanced, in order to further promote children's learning.

## Setting details

<b>Unique reference number</b>	200516
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	854262
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Claire Davis
<b>Date of previous inspection</b>	4 July 2011
<b>Telephone number</b>	01827893331

Birchwood Pre-School & Out of Hours Club was registered in 1996. The setting provides pre-school sessions and before and after school care. It is open Monday to Friday from 8am to 5.45pm during school term time. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 15 members of staff who work directly with the children. Of these, 10 staff hold appropriate qualifications at level 3. Three members of staff hold qualifications at level 5, one at level 4 and one at level 2. The setting provides funded early education for two-, three- and four-year-old children.

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