

Little Valers Committee

Grove Vale Primary School, Monksfield Avenue, BIRMINGHAM, B43 6AL



Inspection date	10 July 2015
Previous inspection date	22 June 2011

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

Summary of key findings for parents

This provision is outstanding

- Children's individual needs are at the centre of everything the manager and practitioners do. Leaders have high expectations for practitioners' practice. This has an outstanding impact on the quality of teaching and leads to excellent outcomes for children's learning.
- Leaders have an exceptional overview of individual children's achievements. Systems used to moderate practitioners' assessment help to ensure that their reflections on the progress children make are accurate.
- Practitioners know and understand how to provide children with optimal challenge in their learning and development. They expertly identify those that are working above their expected age range and plan purposefully to ensure that they continue to make superb progress.
- The manager and practitioners place the utmost priority on how they organise the environment. Toys and resources are expertly arranged and displayed to inspire children to explore recent learning, practise new skills and follow their own interests.
- Children form exceptional relationships with their key person and learn to make friends with each other. They confidently and actively play, learn and explore the rich and varied environment.
- Children who speak English as an additional language make rapid and significant progress. Practitioners skilfully use tools to track and review children's communication and language development. Children's home language is respected and used to provide continuity for their learning.
- The leadership team fully understand their responsibilities with regard to the safeguarding and welfare requirements. Practitioners know how to keep children safe and are alert to the signs that may indicate that a child is at risk of abuse.

What the setting needs to do to improve further

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

- enhance the high-quality systems used for monitoring practitioners' practice to sharply focus evaluations on teaching and the impact this has children's learning.

Inspection activities

- The inspector observed teaching and learning activities, speaking to children at appropriate times while they played.
- The inspector carried out a joint observation with the manager, and discussed the effectiveness of supervision and monitoring of practice with members of the leadership team.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.
- The inspector held meetings with the manager and the leadership team, and had discussions with other practitioners about their roles and responsibilities, including safeguarding.
- The inspector looked at evidence of self-evaluation, including the views of children and parents from contributions made in documentation and those spoken to on the day of the inspection.
- The inspector looked at a range of documentation, which included the safeguarding policy, children's learning and assessment records and the planning of activities.

Inspector

Kim Barker

Inspection findings

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

Practitioners work exceptionally well together to ensure children benefit from an educational programme that clearly fosters opportunities for active learning. Children become motivated learners and are very well prepared for the move on to school. Children investigate small creatures that they find as they explore outdoors. Practitioners are highly skilled in playing alongside children, using language to help them make links between ideas and what they should do next. Children learn to show care and concern for living things in their environment. Meticulously planned adult-led activities take account of individual children's needs. Children's early reading skills are effectively promoted. They learn to link sounds with the letters they recognise. More-able children are challenged to build simple words using letters and sounds that they already know. Effective joint working ensures that children with special educational needs and/or disabilities receive targeted support. They are involved in all activities and make continual improvement in their development.

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

Children form secure attachments with practitioners and they are highly confident and motivated to learn. Small-group times are expertly planned to promote children's self-assurance, in order to prepare them for the next stage in their learning. Children are encouraged to be independent and make important health choices. As they get ready to go outdoors, they learn to keep themselves safe by wearing a hat and applying sun cream. Practitioners maximise opportunities to support children's understanding of staying safe. For example, children learn to take risks as they climb, balance and jump across raised surfaces provided for them. Children are extremely happy and settled and their behaviour is excellent. This is because practitioners demonstrate good manners and are highly skilled and sensitive in helping all children to show respect to each other.

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

Leaders in the pre-school operate a rigorous system for recruitment, induction and professional development. As a result, practitioners are well qualified. Nevertheless, leaders recognise that there is further scope to focus more sharply on the arrangements for ongoing supervision of teaching and the impact it has on children's learning. Leaders are highly motivated and successfully strive for and achieve excellence. This is reflected in the inspiring educational programme practitioners provide for children. Leaders actively seek and act on the opinions of parents and they are successfully involved in pre-school activities and experiences. For example, parents share how useful they found a recent phonics workshop. This means that children's care and learning are significantly enhanced as parents are able to extend their learning at home. Leaders have an excellent overview of children's needs through effective systems used for tracking assessments of their development. This includes how they track particular groups of children and adjust educational programmes to close any gaps in children's learning.

Setting details

Unique reference number	EY411052
Local authority	Sandwell
Inspection number	851154
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	24
Number of children on roll	45
Name of provider	Little Valers Committee
Date of previous inspection	22 June 2011
Telephone number	01213574319

Little Valers Committee was registered in 2010. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday term time only, from 8.30am until 11.30am and 12.30pm until 3.30pm. 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.

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