

# Newtown Pre School

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



## Inspection date

22 April 2015

## Previous inspection date

20 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Effective key-person arrangements enable children to form close bonds with staff. These enable staff to get to know the children very well.
- Children's behaviour is managed effectively. Staff help children to understand the consequences of their own actions and show them how to be kind and considerate towards others.
- Strong partnership with parents ensures that they have helpful guidance available to them to enable them to promote their children's learning. Effective partnerships with additional agencies ensure that staff have the skills and expertise they need to support the needs of all children.
- Children are kept safe as staff have a very good understanding of safeguarding procedures and successfully identify and minimise any risks for children. Managers ensure that staff are supported through training and regular supervision.
- Children have the freedom to play indoors or outdoors where there are an interesting range of activities. This ensures children are well motivated and enthusiastic in their learning.
- Children settle into the pre-school smoothly as staff take time to get to know them and exchange valuable information about their needs with their parents.

### It is not yet outstanding because:

- Sometimes, staff do not build on what interests children or use children's own observations to extend their learning.
- Children do not have many opportunities to spend time in their local communities. Therefore, they have fewer opportunities to learn about the lives of others.

## What the setting needs to do to improve further

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

- extend opportunities for children to learn about their local community
- maximise children's enjoyment and learning in all activities by responding to their interests and observations during planned activities.

## Inspection activities

- The inspector observed activities in all play areas.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.

## Inspector

Susan Rogers

## Inspection findings

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

Children make good progress, develop key skills and are prepared well for their move into full-time school. They are supported by a well-qualified staff team. Children enjoy exploring the stimulating play areas. They dig into soil using tools and equipment as they express creative ideas, and use toys and resources as props with confidence. They communicate with each other well as they describe what they are doing. Children learn to listen attentively during circle time. They explore the contents of a mystery bag and take turns as they pull out items, such as plastic fruit, discussing and naming them. They are learning to identify written text, particularly their own names. They enjoy sharing stories with staff at story time. Staff plan for children's individual progress and ensure activities are interesting. However, on occasion staff do not always respond to and build on children's interests and their own observations because they focus on planned activities. This fails to maximise children's participation in activities. Children enjoy the sensory experience of painting their fingers and hands, making hand prints on paper with brightly coloured paint. Staff sit alongside children and repeat words clearly to promote the development of their language skills.

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

Children's independence is very well supported through planned activities that encourage them to learn through routines and take responsibility for their actions. Children are encouraged to be kind and considerate to one another and to share toys and resources. They help to tidy away at the end of the session and pour themselves drinks at snack time. Children, on the whole, behave well and staff provide sensitive explanations of how to be kind to one another. Story time is used effectively to encourage children to reflect on how others feel. Children learn about effective hygiene routines through their daily routines. Children and staff discuss which food is good for them at snack time, promoting their understanding of healthy eating. Children have few opportunities to learn about their local communities or find out about the lives of others who live in the area.

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

Children are well safeguarded as staff have a good understanding of their responsibilities. Managers and staff are effective in driving forward improvements, as a result significant improvements have been made since the last inspection. Observations of staff practice and their interaction with children are carefully monitored as they observe one another. The information gained through is used to support professional development. Effective staff deployment means children have ready access to the outdoors and indoors. Managers share positive practice with other early years settings as a means of promoting continuous development. They have a clear action plan in place that is effective. For example, a newly created outdoor area is now available much to the delight of the children. Parent partnerships are developing well. Staff organise workshops for parents that help them to continue their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY463662
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1000112
<b>Type of provision</b>	Full-time 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>	32
<b>Name of provider</b>	Newtown Pre-School
<b>Date of previous inspection</b>	20 November 2014
<b>Telephone number</b>	0121 675 8876

Newtown Pre School was registered in 2013. The pre-school employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and from 12 noon until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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