

Vivian Road Pre-School / Harborne Kids Club



St Marys Parish Centre Hall, Vivian Road, Harborne, Birmingham, West Midlands,
B17 0DN

Inspection date 30 November 2015
Previous inspection date 30 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team are well qualified and passionate about providing every child and their family with a good quality provision. They have updated their knowledge since the last inspection to ensure they have a good understanding of requirements.
- The staff team work well together. They work hard to transform the room into a safe, secure and stimulating environment. Staff take on board children's interests and the different ways they learn when organising the resources and equipment.
- Partnerships with parents are very strong. Staff share ongoing information with them to support children's learning in the setting and at home. Parents speak very highly of the care their children receive and the progress they are making.
- Staff build strong relationships with children. They are calm, kind and very attentive to every child's individual needs. Children are extremely happy and emotionally secure.
- The quality of teaching is good. Children are engaged and motivated in their learning because staff support children well and provide activities across all areas of learning.

It is not yet outstanding because:

- On occasion, some languages spoken by children are not fully incorporated into the setting. This results in children not having every opportunity to make the best possible progress in their communication and language development.
- The managers do not always check the progress made by different groups of children, to ensure children who require additional support make as much progress as possible.

What the setting needs to do to improve further

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

- place even more value on all of the languages spoken by the children, and use every opportunity to further support them to quickly develop their communication and language skills
- make better use of information from assessments, to check the progress made by different groups of children and make sure that those who need additional support make as much progress as possible.

Inspection activities

- The inspector observed the quality of teaching during a range of activities, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to staff, children and a selection of parents and took account of their views.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management is good

The management team have a clear vision for the future of the provision and are continually driving forward improvements. They use views from parents, staff and other professionals to evaluate the provision and identify priorities for improvement. Managers support staff well. They regularly meet with individual staff members to offer coaching and support and identify their training needs. Staff use their training to reflect on their practice and enhance the quality of their teaching. Staff track the progress individual children are making, and identify and plan for any gaps in their learning. The arrangements for safeguarding are effective. Recruitment and vetting arrangements are in place to ensure managers check the suitability of staff. Staff fully understand their responsibilities to protect children from harm. Detailed policies and procedures support their good practice.

Quality of teaching, learning and assessment is good

Staff use information about children's next steps to inform future planning. They inspire children to investigate, explore and develop their own ideas through joining in with children's play and facilitating their learning. Children develop their muscle control and coordination as they enjoy tipping and pouring in the water and use a variety of tools to manipulate dough. Children have many opportunities to make marks and use a variety of writing equipment. Older children are beginning to give meaning to the marks they make and form some recognisable letters. Staff encourage children to count and solve problems throughout a range of activities. Children listen well at story time and excitedly get involved with the story. Staff skilfully question older children and give them time to think and respond. They model and repeat words to develop younger children's vocabulary. Staff use visual aids and gestures along with words and simple instructions to support children who need additional support and those who speak English as an additional language.

Personal development, behaviour and welfare are good

Children have many opportunities to develop their understanding of good health. Staff talk to children about the importance of healthy foods and ensure children are provided with a wide range of physical activities daily. Children are gaining increasing confidence and independence. They make many choices in their play, enjoy self-serving at snack time and like the responsibility of helping staff to tidy activities away. Children benefit from regular trips out into the community. This helps them to gain a better understanding of the world around them. Children actively learn how to keep themselves safe because staff regularly talk to children about different safety concerns. Children's behaviour is good. Staff act as positive role models and set age-appropriate expectations and boundaries.

Outcomes for children are good

Children of all ages and abilities make good progress from their starting points, including those who receive early education funding. Children are successfully gaining the skills needed for the next stage in their learning and their move on to school.

Setting details

Unique reference number	227236
Local authority	Birmingham
Inspection number	1005810
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	54
Name of provider	Andrea Ruff
Date of previous inspection	30 January 2015
Telephone number	07732 908194

Vivian Road Pre-School / Harborne Kids Club was registered in 1996. The setting employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications, from level 2 to level 5. One member of staff has achieved Qualified Teacher Status. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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