

Digbeth-In-The-Field Pre-School



Digbeth In The Fields United Reformed Church, Moat Lane, Birmingham, B26 1TW

Inspection date

25 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Teaching is good, as a result, children are motivated to learn. Children's development is strongly promoted because staff know the individual needs of all of them well. They use information from accurate observations to plan appropriate and challenging activities that are fun and engage children's interests.
- A strong partnership with parents has a positive impact on children's well-being and learning. Parents appreciate the regular feedback from staff about their child's progress at the pre-school. Staff work closely with parents to share information about their child's care and learning and ensure that children's needs are effectively met.
- Staff are positive role models of good behaviour. They place high priority on helping children gain valuable social skills. Children learn to be respectful, share, take turns and use good manners. Staff praise children for their efforts and achievements and they develop good self-esteem.
- Staff have good links with the local schools and they share information well to ensure that all children receive the support they need. This makes a strong contribution to meeting children's individual needs.
- Management and staff are committed and enthusiastic. They evaluate practice well and use clear action plans to drive improvement.

It is not yet outstanding because:

- Leaders and managers have not focused sufficiently on supporting staff through professional development to raise the overall quality of teaching to the highest possible levels. As a result, outcomes for children are not yet outstanding.

What the setting needs to do to improve further

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

- provide more opportunities for all staff to learn and understand how they can raise the quality of their teaching to the highest level and increase the potential to achieve excellent outcomes for all children.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development and progress. She spoke to staff and children at appropriate times.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector reviewed relevant documentation, including evidence of the suitability of staff, relevant training certificates and a selection of policies and procedures.
- The inspector took into account the views of parents spoken to on the day of the inspection and recorded on questionnaires.
- The inspector held a meeting with the manager and discussed the pre-school's action plans.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Recruitment and selection processes are robust and help ensure staff are fully suitable for their role. The staff team understands their individual responsibilities to implement safeguarding policies and procedures. All staff are aware of the possible signs and symptoms of abuse and have a clear understanding of the reporting requirements. They are supported by ongoing training and robust policies and procedures which are regularly updated. Staff turnover is very low; this reflects the contentment of the staff and the value placed upon them by management. Rigorous risk assessments for all areas of the premises and consistent maintenance of the environment and equipment help ensure that children can play in safety. Parents are very complementary about the pre-school and the care and education their children receive.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff understand how children learn and provide a wide range of planned and freely chosen play opportunities to enhance children's development. Staff skilfully interact while children play, extending their ideas. This means children display enthusiasm and become engrossed in their activities as they plant seeds and learn about how things grow. Observation and assessment systems are effective and help staff to identify any gaps in children's learning. Staff are fully committed to planning for children, in order to challenge them and help them to make good progress in their development. Children's name cards are available on the mark-making table to help them to recognise and write their own names which they do confidently. Staff successfully weave mathematics through a range of activities and routines. For example, children count how many cups they need at snack time, how many boys and girls are in each line and can work out how many more or less when an item is added or taken away.

Personal development, behaviour and welfare are good

Children develop their listening and attention skills as they sit on the carpet for group time and engage well in a very effective, interactive session. Staff show children cards with the rules and ask them to give examples of each rule. For example, staff asked, 'What does we share mean?' and children replied, 'We don't snatch off our friends'. Staff asked children, 'What do we say if someone has a toy that we want?' and children responded by telling her that they ask, 'Can I have that after you please?' Children share their special news and are happy when chosen as the star of the day. As a result, children are becoming very confident communicators and are well behaved. Children are provided with nutritious snacks and drinks. Staff talk to them about healthy options and the importance of a healthy diet.

Outcomes for children are good

All children are making good progress in their learning and are well prepared for school when the time comes. Appropriate intervention is sought for children who are making less progress than expected, so they quickly catch up. Funded children and those with special educational needs also develop key skills and make good progress over time.

Setting details

Unique reference number	EY483597
Local authority	Birmingham
Inspection number	1002733
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	38
Name of provider	Maria Lavet McNicholas
Date of previous inspection	Not applicable
Telephone number	07743375071

Digbeth-In-The-Fields Pre-School was registered in 2014. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12 noon. They offer afternoon sessions on Mondays, Wednesdays and Fridays. These sessions are from 12.45pm until 3.15pm. 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 disabled children and those with special educational needs.

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