

Berkswell Pre-school Group

Reading Rooms, Meriden Road, Berkswell, CV7 7BE



Inspection date

13 May 2016

Previous inspection date

4 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 manager and staff are dedicated and passionate in their roles. They are well qualified and have a very good understanding of the different ways children learn.
- Staff work extremely hard each day to transform the premises into a highly inspiring and stimulating space for children to play and learn. Children are confident to move around the environment with ease and freely access a wide range of toys and resources across all areas of learning.
- The quality of staff teaching is consistently strong and staff facilitate children's learning well. They use their expertise to encourage children to explore, investigate and use their imagination in their play.
- Partnerships with parents are particularly strong. The manager keeps parents well informed of activities going on in the pre-school and children's progress is regularly shared. Parents comment positively about the library book and activity systems which help them to promote children's ongoing learning at home.
- Children build excellent relationships with their key persons who take the time to get to know them well. Staff are calm, kind and attentive to every child's individual needs.

It is not yet outstanding because:

- Although the manager completes observations of staff's practice and identifies some training needs, strategies to target professional development on raising the quality of teaching to outstanding are not yet fully implemented.
- Occasionally, staff do not make the best use of opportunities to promote older, most-able children's literacy skills.

What the setting needs to do to improve further

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

- enhance systems of professional development, so that it becomes astute and precisely targeted on raising the quality of teaching to a consistently outstanding level
- introduce even more opportunities to develop older, most-able children's literacy skills to help them become even better prepared for their move on to school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management is good

The manager has an excellent understanding of her responsibilities. She has made significant improvements since the last inspection. The manager works hard with staff to ensure all children are provided with a safe, secure and stimulating environment. The arrangements for safeguarding are effective. All staff attend training. They have a good awareness of their responsibilities to protect children from harm. Staff identify and minimise any risks to children to keep them safe. The manager has worked closely with the local authority to implement robust, focused improvement plans. Her self-evaluation is accurate. She identifies where the pre-school can continue to raise standards. Children's and parents' views are taken into account to strengthen this process. The manager monitors the educational programmes and the progress children are making overall. She ensures any gaps in their learning are swiftly identified and targeted support is put in place. This helps to close any gaps and support children to reach their full potential.

Quality of teaching, learning and assessment is good

Staff are well qualified and have high expectations of all children. They complete precise assessments of children's progress and use this information to plan for individual children's learning. Staff focus sharply on supporting children's communication and language skills through modelling, repetition and skilful questioning. Children are extremely happy and staff interactions inspire them to lead their own learning and become absorbed in their play. Children use their imagination well as they play in the highly inspiring role play areas. They use a wide range of natural materials and excitingly talk about the ingredients they are using to make their pretend cakes. Staff make good use of opportunities to capture children's interests and extend, challenge and consolidate their learning.

Personal development, behaviour and welfare are good

Children are happy and self-assured. They settle quickly and develop confidence ready for learning because staff help them to feel secure. Staff complete home visits before children start and visit them in other settings if they attend more than one. These help them to plan tailor-made experiences based on children's prior interests and capabilities. Staff are excellent role models and help children to understand expectations and boundaries. This results in children behaving exceptionally well. They learn very quickly to share, take turns and play cooperatively with their friends.

Outcomes for children are good

All children make at least good progress from their starting points and are gaining the skills needed for their future learning. Children develop their own ideas and are eager to solve problems. They enjoy investigating a variety of materials outdoors and are motivated and engaged in their learning. Children develop their writing skills, as they have many opportunities to make marks using a range of writing tools. They count confidently in their play. Older children are beginning to group and position objects as they further develop their mathematical skills. Children are independent and they confidently put shoes and coats on to go outside. They demonstrate excellent balance and coordination skills as they take part in a range of physical activities.

Setting details

Unique reference number	250022
Local authority	Solihull
Inspection number	1027971
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	24
Number of children on roll	30
Name of registered person	Berkswell Pre-School Group Committee
Registered person unique reference number	RP523083
Date of previous inspection	4 October 2012
Telephone number	07816 361590

Berkswell Pre-school Group was registered in 1997. The pre-school employs five members of childcare staff. Of these, four hold appropriate qualifications at level 3 and the manager holds a BA (Honours) Degree in Early Years and holds early years professional status. The pre-school opens Tuesdays, Thursdays and Fridays from 9am until 1pm and on Wednesdays from 9am until midday, school term time. The pre-school provides funded early education for three- and four-year-old children.

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