

The Village Green Pre School

9 Shenley Green, BIRMINGHAM, B29 4HH



Inspection date

8 September 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

- Children's safety and welfare is fostered well. Staff carry out regular checks and keep the premises safe and secure. Gentle, age-appropriate reminders from staff help children to understand how to use the space and equipment in appropriate ways. Children develop an awareness of how to keep themselves safe.
- The indoor play environment is stimulating and organised well. Resources are easily accessible and matched to suit the age range of children attending. Children make choices about what they would like to do and happily play with staff and other children.
- Staff use what they know children can do, and what they need to learn next, to plan activities and experiences that match children's needs. They track children's individual progress to ensure that any gaps in learning and development are addressed. Children make good progress in their learning in readiness for school.
- The staff team demonstrates a strong commitment to its work with children. Staff work closely together and support each other to improve outcomes for children. They also work closely with other early years settings to ensure that children benefit from a consistent approach to their care and learning experiences.

It is not yet outstanding because:

- Staff's professional development is not yet focused enough on raising the quality of teaching to the highest level.
- Staff are not fully successful at making sure that all parents are involved in helping to support their children's future learning.

What the setting needs to do to improve further

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

- sharpen the focus on performance management and staff's practice to raise the standard of teaching even higher
- build on the developing partnerships with parents and find more ways to involve them in helping to support their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the policies and procedures, planning and assessment files and evidence of the suitability of all staff.
- The inspector completed joint observations with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff are secure in their knowledge of the signs of abuse and neglect. Clear procedures enable them to share concerns about a child in their care in order to keep them safe. Assessments are monitored closely by the manager to ensure all children make good progress. Staff contribute to changes and are actively involved in reviewing the provision for the benefit of the children. Regular supervision meetings for staff enable the managers to identify training and development opportunities. This has a positive impact on the outcomes for children.

Quality of teaching, learning and assessment is good

Teaching is good. Staff are well qualified and experienced. They see each child as a unique individual and support them by taking account of their individual learning and developmental needs. They provide a wide range of stimulating activities and experiences which matches children's preferences and interests. Children are engaged and motivated to learn and have lots of opportunities to make choices in their play. Some children play with musical instruments and others thoroughly enjoy story time with staff. Staff skilfully follow children's lead and use opportunities to challenge and encourage them to have a go. This helps to sustain their interest, encouraging them to think and express their thoughts and ideas. Children have first-hand experiences to learn about the world around them. They explore the sound that a bell makes. They touch and feel the texture of various natural materials, such as acorns. Children have lots of opportunities to hear and repeat new words. Staff effectively model the use of language, as they respond to what children say and describe what they are doing.

Personal development, behaviour and welfare are good

Children are inquisitive and willing to learn. They develop their own play ideas with support from calm staff, who create a nurturing environment. Staff help to raise children's confidence and develop their self-esteem. Initial home visits enable staff to work in close partnership with parents to help children settle and to foster their emotional well-being. Staff are good role models, speaking warmly and respectfully to children. This creates a positive environment for children to play and learn in. Children learn the reasons for maintaining good levels of hygiene as they learn to wash their hands and brush their teeth under supervision. They enjoy balanced, freshly cooked meals and healthy snacks. Children have opportunities to learn about diversity and to appreciate the wider world beyond their own experiences. They become aware of their environment and the community around them through visits in the local area. Regular visits to the local area ensure children have fresh air and also effectively extend their social skills.

Outcomes for children are good

All children develop the underpinning skills and confidence they need for future success and for starting school. They play well with their friends as they develop good social skills. Children learn good manners and follow staff's instructions. They make independent choices and imaginatively develop their ideas for play. Children begin to focus their attention for longer periods of time and develop their thinking skills.

Setting details

Unique reference number	EY494297
Local authority	Birmingham
Inspection number	1030455
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 - 2
Total number of places	12
Number of children on roll	18
Name of registered person	The Village Green Pre-School Ltd
Registered person unique reference number	RP909902
Date of previous inspection	Not applicable
Telephone number	0121 475 5240

The Village Green Pre School was registered in 2015. The setting employs four members of childcare staff. Three staff hold appropriate early years qualifications at level 3. The manager holds early years professional status. The setting opens from Monday to Friday, all year round, except bank holidays. Sessions are from 8.30am until 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

