

Perryfields Pre-School

Perryfields Primary School, Apsley Road, Oldbury, West Midlands, B68 0QY



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| Inspection date | 15 November 2016 |
| Previous inspection date | 23 May 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 pre-school is effectively led by a knowledgeable management team. Staff work well together. They are passionate about, and committed to, providing good standards of care and learning for the children who attend.
- Staff support children's early literacy skills very well. For example, young children learn to link sounds to letters within phonic sessions, begin to form letters to write their name and take books home to share with parents.
- All children make good progress, including those who have special educational needs and those who speak English as an additional language. Staff work well with other professionals to effectively support children's individual care and learning needs.
- Children behave well. They take turns, share and consider the views, thoughts and opinions of other children. Staff are calm, respectful and have high expectations of children.
- The management team has developed effective systems for training, checking and supporting the performance of all staff. This ensures high-quality care and good teaching for all children. Staff and managers attend training together and regularly review and evaluate all aspects of the provision. This helps to ensure continuous improvement.

It is not yet outstanding because:

- The pre-school staff do not fully involve parents when assessing children's starting points. Furthermore, parents are not given enough encouragement to share information about what their children can do at home to enable staff to assess children's ongoing learning needs even more accurately.
- The manager has not yet established systems to monitor the achievements and review the progress of different groups of children.

What the setting needs to do to improve further

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

- provide parents with the encouragement and support they need to share information about what children know and can do, both when they first start and routinely throughout the time they spend at the setting
- establish systems to monitor the achievements and progress made by different groups of children and use this information to assess whether the provision for different groups can be enhanced further.

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 pre-school manager.
- The inspector held meetings with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Preston

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff understand the actions to take if they have concerns about a child's welfare. The premises are safe and secure and recruitment, selection and induction procedures are thorough. The manager uses her knowledge and experience to monitor the effectiveness of teaching and learning. As part of procedures to review and improve the provision, the manager communicates with the staff in the adjacent school to share information and good practice. Parents express very positive views about the quality of the provision. The manager seeks feedback from them about areas that can be improved, both verbally and through a written questionnaire. Good links exist with the local schools and staff share information with them. This helps to develop a shared approach and supports children as they move on to the next stage in their learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and how to engage, motivate and stimulate them. Overall, they make effective use of observations and assessments to identify individual children's next steps in learning and plan an interesting and stimulating variety of activities. Children freely explore and choose where they like to play with their friends. They have good opportunities to be active learners, both indoors and outside.

Personal development, behaviour and welfare are good

Children and their families are warmly welcomed into this relaxed and friendly pre-school. Children have fun and enjoy exploring together. Children's social and emotional needs are extremely well met by staff. Relationships between staff and children are strong. Staff boost children's self-esteem through praising positive behaviour, and their efforts and achievements. Children gain a good understanding of differences in society as they learn about different cultures, traditions and languages. Staff help children to adopt a healthy lifestyle. They ask parents to provide healthy meals and snacks, and encourage children to be physically active both inside and outdoors.

Outcomes for children are good

All children make good progress from their starting points. They gain the skills they need for their next steps in learning, including starting school. They gain good early reading and writing skills. Children are beginning to develop their mathematical skills. They are able to count and identify objects that match numbers displayed on a number line. Children enjoy being creative and imaginative. They enjoy role play in the Christmas post office and making sparkly gingerbread dough. Children develop good independence and self-care skills. They wash their hands before eating and attempt to put on their own coats before going outdoors.

Setting details

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| Unique reference number | EY390766 |
| Local authority | Sandwell |
| Inspection number | 1065350 |
| 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 | 3 - 4 |
| Total number of places | 32 |
| Number of children on roll | 36 |
| Name of registered person | Perryfields Pre-School Committee |
| Registered person unique reference number | RP911535 |
| Date of previous inspection | 23 May 2013 |
| Telephone number | 07749926083 |

Perryfields Pre-School was re-registered in 2009 and is situated in the grounds of Perryfields Primary School. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term times. Sessions are from 8.45am until 11.45am and 11.45pm until 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

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