

Billesley Ark Pre-School

Billesley & Yardley Community Association, 725 Yardley Wood Road, Birmingham,
B13 0PT



Inspection date

Previous inspection date

15 February 2017

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

- Staff are kind and friendly and children form secure attachments to them. Children are settled, happy and motivated to learn.
- Staff have a secure understanding of how children learn and develop. They provide children with fun, appealing activities that are based around children's interests.
- Staff provide good support for children who have special educational needs and/or disabilities. They work closely with other professionals and agencies to ensure good outcomes for children.
- Strong partnerships have been established with parents. Staff involve parents fully in celebrating their children's progress and achievements. Parents are highly complimentary about the service provided and comment that it is like leaving their child with family.
- Leaders have an effective programme of supervision and professional development and all staff are qualified. This has a positive impact on outcomes for children and helps staff keep up to date with their knowledge and skills.

It is not yet outstanding because:

- Staff occasionally miss some opportunities to fully promote children's language skills.
- Staff do not always have precise developmental information about children to fully plan for their needs when their key person is absent.

What the setting needs to do to improve further

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

- make the most of opportunities to further extend children's language skills
- strengthen arrangements when key persons are absent, so that other staff have more information about children's achievements to provide continuity in planning for children's progress.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector accompanied staff and children on a visit to a local park.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

Managers use their experience and knowledge to evaluate and reflect on the provision. Staff work well with local authority advisers and senior management to implement action plans to drive further improvements. Safeguarding is effective. Staff are well trained in the procedures to help keep children safe from harm. They have a secure understanding of how to respond in the event of a child protection concern. Staff routinely check the indoor and outdoor premises to help reduce any risks to children's safety. The manager monitors and tracks the progress of individual and groups of children. This means she has a clear overview of all children's progress and she uses this to make sure children receive additional support when necessary.

Quality of teaching, learning and assessment is good

Staff think carefully about the activities and resources they provide for children on a daily basis. They take into account children's interests, needs and abilities to create purposeful play experiences for each child. Staff effectively observe children's achievements and identify next steps in their learning and development. Staff engage well with children in their play and enthuse and ignite children's passion for learning. For example, staff are animated as they tell children stories using a variety of props. They encourage children to consider size as they use small, medium and large objects. This fun, interactive storytime session not only promotes children's enjoyment of stories, but also provides them with opportunities to develop their early mathematical skills.

Personal development, behaviour and welfare are good

Gradual settling-in sessions help new children to adapt to the environment and feel emotionally secure. Parents are welcomed warmly into the pre-school and share information that helps staff understand children's stage of development. Staff teach children the importance of healthy lifestyles. They work in partnership with parents to make sure that the food children bring in their packed lunches is well balanced and nutritious. Mealtimes are relaxed, happy occasions. Staff sit and eat lunch with children which helps children develop their social skills. Children are physically active and enjoy their play outdoors. Daily visits to the local park enable children to develop their large-muscle skills. Children thoroughly enjoy running, climbing and swinging. Staff are good role models and children behave well. They are kind to their friends and offer to share resources and take turns patiently.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress in their learning in relation to their starting points and individual needs. Children are learning to identify numbers, count and consider size and capacity. Literacy skills are enhanced as they develop a love of stories and books. Children learn to be confident and independent from a young age. For example, they use the toilet independently, put on their own coats and tidy away resources at the end of the session. Children are gaining all of the necessary skills to give them a firm foundation for their future education at school.

Setting details

Unique reference number	EY489764
Local authority	Birmingham
Inspection number	1017891
Type of provision	Sessional 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	16
Number of children on roll	16
Name of registered person	Priority Area Playgroups
Registered person unique reference number	RP520275
Date of previous inspection	Not applicable
Telephone number	07436092944

Billesley Ark Pre-School was registered in 2015. It is managed by Priority Area Playgroups and Daycare Centres. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Wednesday during term time only. Sessions are from 9.30am until 2.30pm. Funded early education is offered for two-, three- and four-year-old children. The pre-school provides support for children who have special educational needs and/or disabilities.

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