

Birchwood Pre-school and After School Club



Birchwood Primary School Polesworth, Birchwood Avenue, Dordon, Tamworth, Staffordshire, B78 1QU

Inspection date 30 June 2017
Previous inspection date 15 June 2015

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 quality of teaching is good across the pre-school and some staff caring for children over three years old, demonstrate outstanding teaching which really inspires children to learn.
- Staff place a strong emphasis on children's learning. For example, children benefit greatly from the good mix of small-group work, whole group sessions and opportunities to freely explore and discover.
- Staff use a wide range of strategies to communicate with parents to keep them informed about their children's progress and help promote their emotional well-being.
- Children who have special educational needs and/or disabilities are supported very well. Staff make time to work with these children, such as offering one-to-one sessions to address their individual targets and to help close any gaps in their learning.

It is not yet outstanding because:

- At times, staff across the pre-school do not use the information gained from children's assessments precisely to help them provide highly challenging experiences for every child.
- Staff caring for children under three years old do not make the very best use of the activities available, to raise the quality of experiences and children's learning to the very best level.

What the setting needs to do to improve further

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

- monitor more precisely the information gained from children's assessments to help staff plan meticulously for children's learning, so that every child makes the best possible progress
- make the very best use of the activities available, particularly for children under three years, to raise the quality of experiences and children's learning to the very best level.

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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at the pre-school during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

The new manager, since the last inspection, places a clear focus on raising the quality of teaching and has high expectations of the staff and for children. Staff receive regular supervision sessions and targeted coaching to increase their skills and knowledge. For example, staff benefit from their interactions with children being recorded and the opportunity to watch and reflect how they can develop even further. This helps staff, together with the manager, to adopt a reflective approach to their work. Self-evaluation is accurate and the manager and staff identify realistic targets for further development to raise standards even higher. Arrangements for safeguarding are effective. Staff have a good knowledge of the types of abuse and the signs to look for and the procedure to follow if they have any concerns.

Quality of teaching, learning and assessment is good

Staff caring for children over three years old place a very strong focus on preparing children for school. For example, staff have created a mock classroom to help children learn about some of the routines in place at school. Staff place a very strong focus on promoting children's literacy skills, such as grouping them according to their age and ability. For example, children enjoy fun activities as they hear and say the initial sounds of words, identify letters and learn to write their names. Staff caring for children under three years old place a good focus on promoting children's communication and language skills through their interactions. For example, children show good levels of sustained interest as they name and consider the sounds their musical instruments make. Staff make promoting their physical development a clear priority. For example, children benefit from daily morning physical session to help prepare them for learning.

Personal development, behaviour and welfare are good

Staff provide an environment which is well organised to meet the needs of children. For example, children who attend the breakfast and after-school club benefit from a relaxed approach where they freely choose from a good range of interesting activities. Children develop close relationships with staff and they know the children and their family circumstances well. Children are well behaved and know about the codes of behaviour in place for their safety. Children learn about the benefits of a healthy diet, such as through discussions and they have been growing beans and carrot tops. Children thoroughly enjoy physical play outdoors. For example, children use instruments and march around to their favourite nursery rhymes, and use a challenging range of physical play equipment.

Outcomes for children are good

All children, including those receiving additional funding, make good progress from their starting points and are well prepared for school. Older children begin to question why things happen and how things change as they do simple experiments. They are creative as they use a broad range of arts and crafts activities. For example, children consider the patterns they create and symmetry as they fold their painted butterflies. Children learn about their own and others cultures through meaningful activities that they enjoy.

Setting details

Unique reference number	200516
Local authority	Warwickshire
Inspection number	1089847
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 - 8
Total number of places	48
Number of children on roll	104
Name of registered person	Claire Davis
Registered person unique reference number	RP512107
Date of previous inspection	15 June 2015
Telephone number	01827893331

Birchwood Pre-school and After School Club registered in 1996. It is open Monday to Friday from 8am to 5.45pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. There are 14 members of staff who work directly with the children. Of these, two staff hold an early years qualification at level 5, one holds a qualification at level 4, five hold a qualification at level 3, four hold a qualification at level 2.

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