

# Harvey Road Pre - School

St Michael & All Angels Church, Rowlands Road Yardley, Birmingham, West Midlands, B26 1AT



## Inspection date

Previous inspection date

21 September 2017

14 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not use planning, observation and assessment systems effectively. Children do not receive experiences that offer appropriate challenge and interest, or meet their individual needs and learning styles.
- Current arrangements to ensure that the required progress check for children aged between two and three years is completed are not good enough.
- Staff do not consistently plan group activities well enough to consider each child's needs, such as when caring for a mixed age group of children.
- At times, staff do not identify and support some children to develop their speaking skills fully, such as those children who are quieter or less confident.

### It has the following strengths

- Overall, children settle well and enjoy their time at the nursery. They build positive relationships with the staff and are developing friendships with each other.
- Leaders and staff establish suitable partnerships with parents. Staff speak to parents daily and share some general information to support children's learning at home. Parents are very positive about the pre-school and talk about how happy their children are.
- Children behave well. There are appropriate strategies in place to manage behaviour and to encourage children to be kind and to respect each other.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve and monitor the quality of assessment processes to ensure that all staff use regular observation and assessment of children's achievements to plan precisely for individual children's next steps in learning</li> </ul>	02/11/2017
<ul style="list-style-type: none"> <li>■ ensure the required progress check for children aged between two and three years is carried out, and provide parents with a short written summary of their child's development in the prime areas.</li> </ul>	02/11/2017

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

- review the planning and organisation of group activities by taking into account the different ages and stages of development of the children taking part
- focus more closely on identifying and supporting those children who are less vocal than others, to develop their speaking skills.

### 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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Trisha Turney

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager does not monitor the quality of the assessment processes consistently. Staff do not complete required progress checks for all children aged between two and three years. This means that staff miss opportunities to quickly identify and address any gaps in children's learning. The manager reflects on the provision and has identified some of the pre-school's strengths and weaknesses. The manager and staff are well qualified and attend further training to develop their knowledge and skills. Safeguarding is effective. Staff implement appropriate policies to help keep children safe. They know what to do if they have a concern about a child in their care. Staff work well with other professionals involved in children's care to help establish continuity of care and learning.

### **Quality of teaching, learning and assessment requires improvement**

Staff generally provide activities that support all areas of children's learning. However, they do not consistently observe, assess and plan for children's individual learning. Staff do not have a good enough understanding about what children already know and what they need to learn next. This means that children do not receive the support they need to make at least good progress. Despite this, staff use suitable teaching strategies to help enhance children's learning. For example, they encourage children to join in singing songs and rhymes. Children enjoy moving their bodies enthusiastically to action songs. Staff promote children's mathematical skills well. For example, they encourage children to count throughout the session. In addition, children learn about size and capacity; for instance, as they fill and empty containers in sand.

### **Personal development, behaviour and welfare require improvement**

Staff do not consider ways to adapt group activities to meet the needs of the different age ranges of the children. For example, younger children focus for long periods on adult-led activities and become restless. Staff sometimes overlook opportunities to talk and engage with those children who are less confident and quiet, to develop their speaking skills. Staff help children learn how to lead healthy lifestyles. They teach children the importance of following good hygiene routines, eating healthy foods and taking part in exercise.

### **Outcomes for children require improvement**

Children are gaining the basic skills to help prepare them for the next stage of their education, including the move on to school. They are developing appropriate literacy and mathematical skills. Children are beginning to recognise their names and early writing skills are emerging. For example, they enjoy making marks with chalks outside. Children are beginning to use size and number language in their play. They are keen to take responsibility for small tasks. For example, they help to tidy away toys and resources at the end of the session. However, due to weaknesses in observation, assessment and planning systems, not all children make the progress they are capable of.

## Setting details

<b>Unique reference number</b>	229124
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1103285
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Fun at Harvey Road Ltd
<b>Registered person unique reference number</b>	RP535275
<b>Date of previous inspection</b>	14 October 2014
<b>Telephone number</b>	07976 165582

Harvey Road Pre-School registered in 1994. The setting is open to pre-school children each weekday, from 9am to 3pm, during school term time. The setting also provides wrap-around care, and care for children attending Yardley Primary School from 8am to 9am and from 3pm to 5.45pm. Funded early education is provided for two-, three- and four-year-old children. The pre-school employs 15 members of staff. Of these, 11 hold appropriate early years qualifications at level 3, one holds level 2 and one holds level 5.

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