

Elmdon Pre School

Gaydon Road, Solihull, West Midlands, B92 9BN



Inspection date

20 October 2017

Previous inspection date

14 November 2014

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 provider and staff work well together to provide good-quality learning and care for children. Staff have opportunities to discuss their performance and areas for professional development.
- Children enjoy play activities in a calm and supportive environment. They develop good independence skills and freely select play activities set out to support their learning.
- Children behave extremely well. They know the routines and join in with tasks, such as tidying away after activities. Children relish physical play. They develop a wide range of skills, including coordination and they learn to move in different ways.
- Staff regularly observe children and use the information to plan effectively for their further learning. Early reviews of what children can do, underpin the timely referrals for support to ensure children make good progress in their development.
- Parents are very satisfied with their children's progress. They receive consistent feedback about activities in the setting. Staff ask parents to share what they do at home and include similar learning opportunities in their planning.

It is not yet outstanding because:

- Staff miss opportunities at times to consistently extend children's learning during some activities.
- The provider has not fully established monitoring processes, particularly to show the progress of all groups of children in the pre-school.

What the setting needs to do to improve further

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

- provide consistent opportunities for children to extend their learning and build on what they already know
- sharpen the focus on monitoring to show the progress of all groups of children in the pre-school.

Inspection activities

- The inspector looked at a number of documents and checked the suitability of persons working with children.
- The inspector observed the quality of teaching during indoors activities and assessed the impact this has on children's learning. She carried out a joint observation of the quality of teaching with the provider who is also the manager of the pre-school.
- The inspector held meetings with the provider.
- The inspector spoke with children and staff during the inspection.
- The inspector spoke with a number of parents and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is good

The provider has effective systems in place for the management of the pre-school. She holds regular meetings with the staff and they have opportunities to discuss their professional development. Staff have attended training, such as in interactive practice. For example, staff have used their acquired knowledge to extend children's understanding of music. As a result, children recognise a wide range of sounds. Staff work well as a cohesive team, such as to regularly monitor colleagues' practice to ensure the quality of teaching is at least good. Parents receive beneficial support to access early help from other professionals, ensuring their children receive the support they need for their learning. The arrangements for safeguarding are effective. The provider and staff have a thorough understanding of their responsibilities to report any concerns they might have about a child in their care.

Quality of teaching, learning and assessment is good

Staff are very competent and use a wide range of methods to help children learn. For instance, they provide examples of finished artwork to help children understand the reasons for gluing and sticking tissue paper onto cards. Staff promote children's language skills well, such as through good speaking and listening activities. They ask questions in different ways, so that children have opportunities to think of answers. They frequently include discussions about experiences at home, which helps children to recall events. Enthusiastic staff model movement to music and children copy what they see. This helps to develop their physical skills. Staff consistently give praise and motivate children, ensuring they remain engaged and enjoy their learning experiences.

Personal development, behaviour and welfare are good

Children develop good personal skills. They know the routines and independently select resources after snack to initiate and sustain their play. Children behave very well and negotiate the use of resources with friends. They are beginning to gain an awareness of the reasons for eating healthily for example, staff explain the benefits this has on their growing bodies. Children are developing an understanding of how their bodies work when they run around vigorously and then stop for rest.

Outcomes for children are good

Children make good progress from their starting points. The effective key-person arrangements ensure children settle quickly and grow in confidence. While they move around the large hall, children choose and change play activities as they wish. Through role play, children demonstrate their understanding of the world, such as when preparing different types of food. They join in with counting during large-group activities. They listen to soft and loud sounds, and whisper during play activities. Younger children make marks, so that they develop pre-writing skills and older children are beginning to recognise some letters. Children receive good support to prepare them for the next stage in learning, and eventually for their move on to school.

Setting details

Unique reference number	250043
Local authority	Solihull
Inspection number	1103288
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 - 3
Total number of places	24
Number of children on roll	22
Name of registered person	Catherine Monica Price
Registered person unique reference number	RP903438
Date of previous inspection	14 November 2014
Telephone number	0121 743 6458

Elmdon Pre School registered in 1989. It is situated in the Elmdon area of Solihull, West Midlands. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12pm. The pre-school provides funded early education for two- and three-year-old children.

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