

# Fazeley Pre-School

St Pauls Church Centre, Coleshill Street, Fazeley, Tamworth, Staffordshire, B78 3RQ



## Inspection date

6 December 2017

Previous inspection date

23 October 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 quality of teaching is consistently good, overall. When teaching, including the use of resources, is of a high quality, children are absorbed in their play and highly motivated to learn.
- The well-established team has a secure knowledge of how children learn best and place a strong focus on getting children ready for school. Outcomes for children are good.
- Staff place a clear priority on increasing children's physical development, writing skills and helping children develop a fondness for books and stories.
- Staff place a high priority on engaging with parents from the very start to help get to know their children and family circumstances. Staff use a creative range of strategies to involve parents in their children's learning.
- Staff are sensitive and responsive and help children form close emotional attachments. They help children gain confidence and increase their independence as they decide what to do during the session.

### It is not yet outstanding because:

- Staff do not meticulously monitor children's progress to help close potential gaps in their learning more rapidly, to help them make better than good rates of progress.
- Although staff support and training is good overall, the manager does not consistently use professional development opportunities to help raise the quality of teaching further.

## What the setting needs to do to improve further

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

- build even further on the systems in place for monitoring children's progress and closing gaps in their learning more rapidly, to help children make higher rates of progress
- use more incisive professional development opportunities to help raise the quality of teaching and learning to a higher 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

Arrangements for safeguarding are effective. There are robust systems in place to ensure staff are vetted and suitable to work with children and that their ongoing suitability is assessed. All staff have a good knowledge of child protection and wider safeguarding issues and promoting children's welfare is given good regard. The active committee completes required information for Ofsted and includes parent members. The committee offers good support and direction to the manager. There are clear action plans in place to improve practice and help develop the service further. Parents report they feel fully included in their children's learning. For example, they enjoy stay-and-play sessions, such as a Christmas craft day and music sessions.

### Quality of teaching, learning and assessment is good

Staff know the children well and provide an exciting range of activities to encourage their interests. On the occasions when teaching is particularly good, staff use an abundance of resources, which they select carefully to plan precise learning outcomes. For example, staff skilfully focus on shape, space and measure and writing for a purpose as children busily wrap presents and write letters in 'Santa's workshop'. Staff place a sharp focus on early writing skills. For example, they provide motivating opportunities for children to increase their control and coordination in handling small tools and strengthening their fingers. Staff give good one-to-one support to children who have special educational needs and/or disabilities, to help close gaps in their learning. Children are fully included throughout the session and manage the additional support they receive well.

### Personal development, behaviour and welfare are good

Staff promote children's understanding of the importance of exercise well through the daily music and movement session. For example, children take part and learn to do simple yoga exercises. Children enjoy the weekly gardener's club where they learn about the health benefits of fresh produce and eating healthy. For example, children care for and taste the carrots, potatoes, strawberries and raspberries they help to plant. Staff use an effective and positive range of strategies to help children learn right from wrong. Children behave well and easily follow instruction. Children learn to manage risk. For example, they help to carry out a risk assessment of the outdoor area to help identify which areas are not safe and they also learn to use tools safely.

### Outcomes for children are good

Children, including those who speak English as an additional language, make good progress from their starting points. Children confidently use a range of tools, such as tweezers, threading needles and scissors, and carefully handle small objects, such as sequins, as they busily make their creations. Children are imaginative and independently build, construct and create with a variety of materials. They show an interest in counting, numbers and colour. They begin to enjoy rhymes and act out their favourite stories. The most able children learn to write their names and enjoy activities that help them to explore the sounds that form words.

## Setting details

<b>Unique reference number</b>	218143
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1103184
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Fazeley Pre-School Committee
<b>Registered person unique reference number</b>	RP904045
<b>Date of previous inspection</b>	23 October 2014
<b>Telephone number</b>	01827 250 89mobile 07956395858 / P thomp

Fazeley Pre-School registered in 1983. It operates from the church centre at the rear of Saint Paul's Church, which is located in Fazeley, Tamworth. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until midday and from midday until 3pm, with a choice of all day sessions. The pre-school provider employs six members of staff, all of whom hold appropriate early years qualifications at level 3. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

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