

Birley Community Pre-School

Birley Community Primary School, Sheffield, S12 3AB



Inspection date	4 July 2018
Previous inspection date	23 January 2018

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders and managers meticulously evaluate the impact of staff's practice. Staff receive highly focused professional development opportunities which are targeted to constantly improve the quality of care and education for children.
- Staff have developed highly secure relationships with their key children. As a result, children are very confident at the pre-school.
- Staff plan a wealth of highly challenging activities that fully reflect children's individual interests and abilities. Consequently, children are highly motivated to learn new things.
- Staff are superb role models to the children which supports children's exceptional behaviour.
- Staff's assessments of the children are meticulously detailed and help them to swiftly identify and support the children to achieve the next steps in their learning.
- Children make excellent progress in their learning and development which fully supports them in readiness for school.

What the setting needs to do to improve further

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

- increase opportunities for children to explore the similarities and differences between themselves and others.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector reviewed a wide range of documentation, including staff suitability checks and children's development records.
- The inspector observed children's activities both in the indoor and outdoor areas.
- The inspector held discussions with a number of staff.
- The inspector took account of the views of children, parents and external professionals.

Inspector

Sarah Dimsdale

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff are fully aware of their roles and responsibilities in relation to safeguarding children. They have all attended re-training and staff report and respond to concerns about children in their care promptly. Leaders and managers have fully engaged with other agencies to rapidly improve their procedures for safeguarding children. For example, they carry out quizzes to test staff's safeguarding knowledge. Staff review each other's practice as do leaders and managers. These improvements have been shared as exemplars within the local area. Staff carry out regular safety checks before children access the play spaces which helps to assure children's safety. There are detailed plans for improvement and these include the views of staff, children and parents. Staff training is highly effective and very well targeted. For example, staff training has addressed the weaknesses raised at the last inspection and has raised the quality of teaching to a standard that is worthy of dissemination. Leaders and managers have an excellent knowledge of the statutory framework for the Early Years Foundation Stage. They have worked very hard to improve their service by working with other professionals. These highly effective partnerships with both parents and other professionals has led to excellent outcomes for children.

Quality of teaching, learning and assessment is outstanding

Staff interact superbly with the children. They provide plentiful opportunities for them to practise their early reading skills during the story time session. Staff fully promote the seven areas of learning and as a result, children develop an extensive range of skills in preparation for school. Children delight in taking part in a creative activity where staff encourage children to mix water, colouring and cornflour to make new textures and colours. Staff expertly extend this learning by encouraging children to use colour charts to check the new shades that they have created. This supports children's imaginative skills very well. Children's activities are meticulously planned. Children thoroughly enjoy problem solving. For example, they thrive on fixing the toy scooter in the construction area. They use real nuts, bolts and lengths of string to carry out their repairs. The quality of teaching is outstanding. Staff confidently question children to extend their learning and allow children time to explore their own ideas. As a result, children are confident and independent learners. Children enjoy using straws to make bubbles in the water tray. Staff skilfully extend this by adding boats. They encourage children to match the corresponding coloured straws to the same colour boat. This promotes children's early mathematical skills very well.

Personal development, behaviour and welfare are outstanding

Children learn about the importance of staying safe. Staff provide children with gentle reminders to aid their safety and involve them in setting the rules and boundaries of the pre-school. Children thoroughly enjoy snack and mealtimes. Staff make these everyday opportunities exciting for the children. For example, children use real money to purchase their snack. Mealtimes are a highly sociable occasion. Children receive regular opportunities for fresh air and exercise. They delight in practicing large movements with their key person. For example, rolling down the grassy hill. Children enjoy learning about

nature. For example, through growing their own vegetables in the garden and caring for insects. Children are rapidly learning about similarities and differences between themselves and others, although there is scope to extend this further. Staff work very closely with parents and involve them in every aspect of their children's learning. Staff provide guidance, support and a wealth of information to guide children's learning at home. Parents are highly complementary about the pre-school. Partnerships with parents are excellent. Parents comment that they feel highly involved in their children's care and education and that their views are valued and acted upon by the pre-school.

Outcomes for children are outstanding

Staff carry out accurate and detailed observations on their key children. They are acutely aware of the level of development that their key children are working within. Staff make best use of their extensive cohort tracking data to plan exciting and highly challenging activities. This ensures that any identified gaps in children's learning are closing rapidly. Staff work seamlessly with the on-site school and other professionals. This ensures that staff can readily access and provide support for those children that need it. Children attending the pre-school are making good to rapid progress in their learning and development. Staff's individual targeted support has been highly effective in supporting children with special educational needs and disabilities. As a result, outcomes for all children attending the pre-school are excellent.

Setting details

Unique reference number	EY495664
Local authority	Sheffield
Inspection number	1141493
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 5
Total number of places	24
Number of children on roll	82
Name of registered person	Birley Community Pre-School Ltd
Registered person unique reference number	RP535040
Date of previous inspection	23 January 2018
Telephone number	01141299002 ext 33

Birley Community Pre-school re-registered in 2015. The pre-school employs 11 members of childcare staff. Of these, ten hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, term time only, and for three weeks in the summer. Sessions are from 8am until 5pm.

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