

Harvey Road Pre - School



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

Inspection date	14 September 2018
Previous inspection date	21 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The provider and staff review the quality of the provision. Improvements have been made since the last inspection and all issues raised have been addressed well. They keep their early years knowledge current through proactive research and training.
- Staff observe and assess children's progress effectively. They base planning for children's future learning on a good knowledge of each child's stage of development. Children make good progress.
- Staff successfully engage parents in their children's development and learning, in the setting and at home. They help parents share what they know about their children, and they keep parents well informed about their children's achievements and progress. Staff work with parents to ensure that children receive any additional support that they need to make the best possible progress.
- Staff foster children's communication and language development effectively. They offer good support so that young children progress from using gestures and saying single words, to begin to put words together and form simple sentences.
- Staff give children's personal social and emotional development a very high priority. The key-person system is fully effective in helping children form secure attachments that ensure their emotional security.

It is not yet outstanding because:

- On some occasions, adult-led activities are not successful in challenging children of different ages and mixed abilities.
- Staff do not fully support children in exploring and investigating textures and materials and in finding things out for themselves.

What the setting needs to do to improve further

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

- review some adult-led activities to offer more consistent differentiation and challenge for children of varying ages and abilities
- extend support for children to explore and investigate textures and materials and find things out for themselves.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed joint observations with the provider, who is also the manager of the provision, and discussed teaching methods with her.
- The inspector held meetings with the provider. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of parents' views

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff complete training and are aware of the indications of child abuse and neglect. They are aware of signs of children being drawn into situations that may put them at risk of significant harm. Staff know the local referral procedures to follow if they are concerned about a child. The premises are safe and secure. Procedures for recruitment, selection and induction meet requirements. Supervision of staff is effective in providing guidance and training for them to ensure that they consistently meet children's different care and learning needs. Self-evaluation procedures are effective with regard to identification of priorities for improvement. These currently include developing peer-on-peer observations, in order for staff to use their skills and experience to give their colleagues ideas on how their practice could be enhanced. Staff plan to offer more workshops for parents following the recent success of ones they have held on cooking.

Quality of teaching, learning and assessment is good

Staff use their observations and assessments, and information from parents, to challenge children successfully so that they make good progress. They support children well in developing their thinking and speaking skills. For example, while in conversation staff ask children open-ended questions and give them time to respond. Three-year-old children use their developing language skills while playing with their friends and engaging in imaginative role play. They pretend to be mummies, taking their baby dolls out for a walk in the toy pushchairs. Staff support children in writing for different purposes, and some children pretend to write down messages while playing with toy telephones. Staff support children in counting and in labelling quantities with numerals.

Personal development, behaviour and welfare are good

Staff create a warm and welcoming environment. A gradual settling-in period is agreed with parents and this helps children to feel emotionally secure at the commencement of their care. Staff also invite parents who request a pre-school place for their child to attend a 'stay-and-play' group. Two-year-old children who are new to the group receive individual attention and settle quickly. Children behave well and play cooperatively. They learn to share and take turns. Staff praise children's efforts, achievements and positive behaviour, helping to boost their self-confidence. Children develop an understanding of dangers and how to keep themselves safe. For example, they know why they must wear high-visibility jackets when they play outside, learn rules for walking safely on pavements and learn how to cross roads safely. Parents provide healthy snacks and packed lunches for their children.

Outcomes for children are good

Children's learning builds well on what they already know and can do. They make good progress in readiness for the move on to school. Children learn to manage their self-care needs independently and they confidently make decisions about the resources available to them. Children spontaneously count while they play. They make marks in different ways and talk about the pictures that they create. Children gain an awareness of families and traditions beyond their own experiences.

Setting details

Unique reference number	229124
Local authority	Birmingham
Inspection number	10057081
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	30
Number of children on roll	37
Name of registered person	Fun at Harvey Road Ltd
Registered person unique reference number	RP535275
Date of previous inspection	21 September 2017
Telephone number	07976 165582

Harvey Road Pre-School registered in 1994. The setting is open to pre-school children each weekday during school term time from 9am to 3pm. The setting also provides wraparound care from 7.30am to 9am and from 3pm to 5.45pm for these children and for children attending nearby Yardley Primary School. Funded early education is provided for two-, three- and four-year-old children. The setting employs 10 members of staff for the pre-school and out-of-school provision. Of these, nine hold appropriate early years qualifications at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

