

Vivian Road Pre-School

St Marys Parish Centre Hall, Vivian Road, Harborne, Birmingham, West Midlands B17 0DN



Inspection date	18 October 2018
Previous inspection date	30 November 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of 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

The provision is outstanding

- Managers have developed a child-centred setting and staff have a thorough understanding of their roles within the pre-school. They are all passionate about their roles and rise to challenges imaginatively, such as maximising the use of space to provide a truly interesting environment indoors and outside.
- Self-evaluation is an impressive strength of the pre-school. Managers and staff start and finish each session with group discussions. They agree jointly on what they intend to provide for the children and review the effectiveness of their practice afterwards. They are able to make decisions and to act promptly on areas for improvement.
- Teaching is extremely focused on children's individual learning needs. Staff plan expertly and very skilfully blend the learning intentions for each child into group activities. Staff know what each child needs, to make good or better progress and they provide rich and varied learning experiences to achieve the expected outcomes.
- Children's behaviour is exemplary. They know the expectations and follow routines. They are extremely confident and self-assured. Children access creative resources that attract their attention and they take delight in their own play.
- Parents commend the managers and staff considerably for the nurturing atmosphere they create for children. Parents value the range of methods used to communicate with them. They say that staff and managers provide excellent support for families and children at the pre-school.
- Managers and staff have established highly effective partnerships with other professionals. They obtain and follow guidance systematically to support children within the pre-school. They liaise consistently with local schools to ensure they prepare children well for the next stage in their learning when they leave.

What the setting needs to do to improve further

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

- continue to develop the tracking of cohorts of children and evaluate the outcomes and impact on the already excellent achievements of children.

Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning. The inspector completed joint observations of activities with the manager.
- The inspector held meetings with the provider, who is also a manager, and the other manager of the pre-school, and discussed the self-evaluation process.
- The inspector spoke with staff and with children at convenient times during the inspection.
- The inspector sampled documentation relevant to the efficient running of the pre-school.
- The inspector spoke with a number of parents and read written feedback from other parents and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of leadership and management is outstanding

Managers provide extremely strong leadership for the team and all are committed to high standards of learning and care for children. Managers use large displays to show how the views of staff and parents contribute to the efficient running of the setting. Thorough assessments and tracking reflect the achievements of groups of children. For example, children in receipt of additional funding make rapid progress from their starting points. The managers recognise that they could develop the systems for tracking the cohorts of children even further. Performance management is comprehensive and staff have many opportunities for training, for instance, to enhance children's speaking skills, which they have successfully achieved for all children. Parents are highly satisfied with the standard of the pre-school and the remarkable progress of their child. Safeguarding is effective. Staff are exceptionally confident to report any concerns they might have about any child in their care.

Quality of teaching, learning and assessment is outstanding

Staff provide excellent learning opportunities for children. They enthuse children and adapt their teaching so that each child has meaningful experiences. Staff act quickly and work very closely with parents to close gaps in children's learning and to raise their achievements. Staff plan thoroughly and provide animated teaching while they continually extend learning. For example, they admirably promote each child's understanding as they encourage them to predict what they might do to make colours darker. Staff expertly integrate teaching with parents' ideas for their child's next steps in learning. They read stories about the night, autumn and the habits of animals. They follow children's lead as they expand on words they use, such as colossal and clearly explain the meaning of hibernate. Children have exceptional opportunities to increase their vocabulary. Staff successfully help children to recap and consolidate their learning.

Personal development, behaviour and welfare are outstanding

Staff use home visits very effectively to start the bonding process with children and to lay a very strong foundation for their success at the pre-school. When children start, there is already a certain amount of trust that staff have created. This means that children are very receptive and open to their new experiences. They settle quickly, are extremely focused and thrive in the comforting environment with staff who significantly promote their emotional well-being.

Outcomes for children are outstanding

All groups of children make substantial progress from their starting points. Children develop high levels of skills in preparation for their eventual move on to school. They engage staff confidently in conversations and are very independent. Children have excellent opportunities to learn about healthy lifestyles. They join in with movement-to-music exercises and learn about parts of their bodies. They develop skills in early writing, literacy and numeracy.

Setting details

Unique reference number	227236
Local authority	Birmingham
Inspection number	10061559
Type of provision	Sessional 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 - 3
Total number of places	42
Number of children on roll	41
Name of registered person	Ruff, Andrea Wynne
Registered person unique reference number	RP901132
Date of previous inspection	30 November 2015
Telephone number	07732 908194

Vivian Road Pre-School registered in 1996. The pre-school operates during term time only from 9am to 3pm. It employs nine members of staff; of these, eight hold appropriate qualifications at level 2, 3, 5 or 6. The pre-school provides funded early education for two-, three- and four-year-old children.

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