

Mirfield Pre-School

After School Club

St Richards Vicarage, Hallmoor Road, Birmingham B33 9QY



Inspection date	8 May 2019
Previous inspection date	21 June 2016

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

This provision is good

- Staff work closely with parents to plan an individual settling-in process for each child. Staff form strong, supportive relationships with both children and their families.
- Children make independent choices about their play and learning during child-led times of the day. They enjoy taking part in small- and large-group adult-led activities.
- Staff know the children very well and they plan activities in response to children's interests. This supports children to make good progress.
- Staff have high expectations of children's behaviour. The clear rules and boundaries support children to cooperate and to show respect for one another.
- Staff sensitively adapt their interactions and learning support to meet the individual needs of all children. Children with special educational needs and/or disabilities are very well supported.
- The managers are passionate about meeting the needs of children and families. There are effective systems in place to monitor and continue to improve the quality of teaching and learning.
- Staff are positively supported and encouraged to contribute to the ongoing development of the pre-school. They play an active role in identifying further training and development to improve their knowledge and practice.
- Parents speak extremely positively about the pre-school. They feel very well supported by the approachable and friendly staff.
- The learning resources provided do not consistently enable children to engage in sustained exploratory play and learning, develop their own ideas and extend their thinking.
- Children are not consistently given enough time to think and put their own thoughts into words when staff ask them questions.

What the setting needs to do to improve further

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

- provide more opportunities for children to engage in sustained exploratory play and learning, develop their own ideas and extend their thinking to enable them to make even better progress
- give children the time they need to think and put their thoughts into words when asking them questions.

Inspection activities

- The inspector observed the quality of teaching activities indoors and assessed the impact of this on children's learning.
- The inspector completed joint observations of staff practice and discussed this with the managers.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector conducted a leadership meeting with the managers.
- The inspector looked at relevant documentation, including policies and procedures, staff recruitment and children's assessments.
- The inspector spoke to parents and took account of their views.

Inspector

Abi Ellis

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff are committed to keeping children safe and are confident in their knowledge of the procedures to follow if they are concerned about a child. Managers have a good awareness of the pre-school's strengths and areas for development, and a shared vision for further improvements. Regular one-to-one meetings, observations and staff meetings support them to monitor and work with staff to continually develop practice and improve outcomes for children. The spending of additional funding for disadvantaged children is managed well to ensure it best supports the learning and well-being of individuals. Managers work closely with parents and other agencies involved with children attending the pre-school and after-school club to support children's well-being and progress. Parents feel well informed about their children's learning and development, and they value the many opportunities for them to be involved in their children's learning.

Quality of teaching, learning and assessment is good

Staff actively engage in play alongside children. They model appropriate interactions with others and with the learning resources. Two-year-olds independently access the learning environment as staff support them to choose and learn to use tools to support their learning. For example, staff ask if they would like to draw or cut, and help them to find and use the appropriate materials and tools. They learn about capacity as they fill, empty and transfer pasta between containers, and staff model mathematical language as they describe what is happening. Three- and four-year-olds develop their drawing and writing skills alongside an adult who shows them where they can display their finished drawings. Children demonstrate a sense of pride in their work.

Personal development, behaviour and welfare are good

Children are familiar with the daily routines and respond positively to staff. Pre-school children talk confidently at group time about the rules in the setting and demonstrate their understanding of these during child-led play. They are eager to join group activities and are all well supported to actively join in with singing and dancing. The recently introduced key-person group sessions are supporting staff well to build closer relationships and be able to support and extend children's learning even further. During the carefully planned lunchtime, children develop their independence and self-help skills well. They collect and clear their own plates from the table and pour their own drinks. Staff talk to children about healthy eating, encourage them to try new foods and teach them to use their knife and fork.

Outcomes for children are good

Well-planned transitions on to school and within the pre-school help children to feel safe and secure. They develop useful skills that will support them in the next stage of their learning. Older children learn to identify initial letter sounds, begin to write their names and develop their counting skills. Children spend time outside or engaged in physical play every day and staff help them to notice the effect of activity on their bodies. For example, they notice the speed of their heart and the temperature of their bodies after exercise.

Setting details

Unique reference number	EY483595
Local authority	Birmingham
Inspection number	10076351
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 11
Total number of places	40
Number of children on roll	94
Name of registered person	Gail Hunt and Claire Cookson Partnership
Registered person unique reference number	RP910633
Date of previous inspection	21 June 2016
Telephone number	0121 785 0852 07970 064 994

Mirfield Pre-School After School Club registered in 2014. The setting employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, seven at level 3 and one at level 2. The pre-school operates from 8.30am to 6pm, Tuesday to Friday, during term time. The after-school club operates from 3.30pm to 6pm during term time. The setting also offers a holiday play scheme which operates from 8.30am to 6pm, Tuesday to Friday, during all school holidays. The setting provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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