

Inspection of Digbeth-In-The-Field Pre-School

Digbeth In The Fields United Reformed Church, Moat Lane, Birmingham B26 1TW

Inspection date:

7 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Relationships between children and staff are positive. Children behave well and understand expectations for behaviour, such as sharing and taking turns. Staff support children's emotional security well. For example, they get to know children during home visits before care begins, and they agree a settling-in procedure with parents. Staff observe children and assess their stage of development. However, they do not consistently use what they know about children to challenge them effectively while they play. That said, children with special educational needs and/or disabilities receive good support so that they make as much progress as they can. Teaching practice is not flexible enough to ignite children's curiosity and support them in developing their own ideas. Some activities that are led or supported by staff do not capture all children's interest or take account of the mixed abilities in the group. Nonetheless, staff support children's communication and language development well. They encourage signing as a form of non-verbal communication while helping younger children to develop their speaking skills. For example, a small group of children play a lotto game and staff give them plenty of time to name the pictures they select and decide if they can find a matching picture on their cards. Older children speak confidently.

What does the early years setting do well and what does it need to do better?

- The provider is also the manager of the provision and she works with her deputy and staff to provide a welcoming environment. She makes sure that all staff keep their mandatory training up to date. However, arrangements for the supervision of staff are not effective enough in providing them with the coaching, guidance and the training they need to ensure that all staff consistently challenge every child to make the best possible progress. Self-evaluation procedures are not effective in identifying strengths and any weaknesses of the provision in order to identify priorities for improvement.
- Staff do not consistently use what they know about children to identify clear next steps in their learning. Activities are not always matched to children's individual needs to extend and challenge them in their learning.
- Staff do not support children in exploring, investigating and finding things out for themselves. At times, the outcome of a creative activity is a focus rather than the experience for the children. Children develop their handling skills while playing with construction toys. However, teaching practice for helping them develop pencil control is too rigid. For example, children are asked to trace over their name written on a card but are not inspired to write for different purposes. That said, children enjoy their time in the pre-school and they gain necessary knowledge and skills for their future learning and eventual move on to school.
- The playroom is set out before children arrive. They are supported in making some decisions about their play as staff provide a book containing pictures of

other available resources. Some children are interested in a table where staff have placed a tray containing sand, a bowl of water and toy animals and fish. Staff challenge the children to decide which of the creatures live on the land and which live in water.

- Children are physically active every day in their small outdoor play area. They practise riding and balancing skills while playing on the available equipment, and move their bodies in different ways to music.
- Children play cooperatively and behave well. Staff are good role models. They support children's independence skills well. Children learn to manage their self-care needs and simple tasks, such as putting on their coats and dressing-up clothes. Staff encourage children's knowledge with regard to caring for the environment, such as how to dispose of rubbish.
- Parents say that they are very happy with the progress their children are making. They comment on good communication and say that staff are friendly, caring and supportive. Parents appreciate how staff work with other professionals to ensure that children receive any additional support that they need. Staff link with other settings where children attend part time, to ensure continuity for them.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. They are aware of the duty to prevent children being drawn into situations that put them at risk. The provider makes sure that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors. Staff recruitment and selection procedures meet requirements.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
make sure that supervision of staff is successful in providing guidance and coaching, to ensure consistently good teaching and planning that continually promotes children's learning effectively	27/12/2019

use information gained from assessments of children's learning effectively, to plan challenging activities to help all children make the best-possible progress	27/12/2019
improve teaching and provide opportunities for children to explore, investigate, develop their own ideas and practise skills in a variety of ways.	27/12/2019

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

- develop self-evaluation procedures to identify strengths and any areas for improvement.

Setting details

Unique reference number	EY483597
Local authority	Birmingham
Inspection number	10076352
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	25
Number of children on roll	24
Name of registered person	McNicholas, Maria Lavet
Registered person unique reference number	RP910560
Telephone number	07743375071
Date of previous inspection	25 February 2016

Information about this early years setting

Digbeth-In-The-Field Pre-School registered in 2014. The pre-school employs five members of childcare staff. The provider holds an early years qualification at level 5 and all other staff are qualified at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until midday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Burnet

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the provider/manager and discussed teaching practice with her.
- The inspector spoke to staff and children throughout the inspection.
- The inspector held meetings with the provider and the deputy, and looked at relevant documentation and evidence of the suitability and qualifications of staff.
- The inspector took account of parents' views about the provision.

We carried out this inspection 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.

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