

Inspection of Barnt Green Pre-School

Barnt Green Baptist Church, Bittell Road, Barnt Green, Birmingham, West Midlands
B45 8LT

Inspection date: 5 February 2020

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Recently, there have been changes to the management committee. The new members do not have a clear enough understanding of their key responsibilities. Their insight into the running of the pre-school is weak. The environment is risk-assessed, indoors and outside. The premises are secure, and children are supervised well. However, children's welfare is potentially comprised due to weaknesses in safeguarding arrangements. This specifically refers to the management of child protection concerns. That said, staff get to know children and make use of their robust settling-in process to help them feel relaxed attending. Children are eager to attend. They happily come in first thing, put their coats and bags on their labelled chairs and quickly settle at varied activities. Children behave very well. Staff remind them of the golden rules every day and children readily cooperate with the embedded pre-school routines. Overall, teaching is good. Staff observe children and make accurate assessments of what they know and can do. The curriculum is relatively broad. For example, children enjoy imaginative play in the home corner, making food for staff. They like creative activities where they can make collages with varied materials. They delight in exploring messy play, including mixing cornflour and water. They also enjoy building and construction activities. Children gain the key skills they need for their future learning. However, ultimately managers do not evaluate the overall quality within the provision as well as possible. They have failed to identify and tackle safeguarding weaknesses.

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

- Recent changes to the management committee mean some of those now on the committee are new to the role. Overall, they do not fully understand some aspects of the role they have taken on. Therefore, they do not have a strong insight into the running of the setting. This does not help to maintain efficiency across all aspects, with specific regard to safeguarding arrangements.
- The pre-school safeguarding processes are not implemented effectively. Key messages about child protection concerns are not clearly shared between managers and staff to help them take appropriate action. Therefore, safeguarding protocols are not always followed in a timely way, including liaison with relevant professionals. This does not help to fully protect children.
- The recruitment process is thorough. All staff are suitably vetted for the role. They benefit from a comprehensive induction. Managers supervise staff and support them in their roles to an extent. They benefit from necessary training, including mandatory first-aid.
- Staff identify the key next steps in children's learning. They provide activities that cover the seven areas of learning and promote children's interests. However, staff do not make the best use of the planning to promote children's individual next steps in learning or fully consider the needs of different groups of

children. There is scope to review the intent of the curriculum to extend the levels of challenge provided, particularly for those who are more able.

- Children are keen to explore. They persevere with activities for good periods of time. They also think critically to expand their games. However, staff's teaching interactions with children are not consistently excellent. There is room to review the organisation of some whole-group activities to help maximise children's enthusiasm and engagement in their learning.
- Staff talk to children, give them time to respond in conversations and encourage them to share their thoughts. Staff promote listening and attention during welcome group time and small focus groups. Children delight as staff encourage them to sing and experiment with music. Staff tell stories throughout the session with props and puppets. Staff also encourage children to act stories out. For example, children delight in recreating a bear hunt as they walk to and explore the local woodland area.
- The pre-school special educational needs coordinator is knowledgeable in her role. Children with special educational needs and/or disabilities, and also those who speak English as an additional language, benefit from targeted support. All children make good progress in their learning from their starting points.
- Children are confident and independent. They learn to manage their own care needs. For example, they ask to use the bathroom when they need it, they choose their cups and plates and find a space at the table for snack, and they can put on their own coats and boots before going outside.
- The pre-school welcomes all children. Staff find out about children's similarities and differences and also explore wider cultural events. Children take care of the environment and show respect for staff. They learn to be kind towards each other and build on their play collaboratively with their peers.
- Staff work closely with parents, professionals and other providers locally. Parents are extremely happy with the service provided. This helps promote some continuity in children's care and learning.
- Managers do not reflect as closely as possible on the overall quality of the provision. They do not identify or act to address key weaknesses to help maintain high standards.

Safeguarding

The arrangements for safeguarding are not effective.

Managers and staff have received safeguarding training and there is a pre-school safeguarding policy. They can identify indicators of potential child abuse or neglect and they discuss in theory what they would do if they feel a child is at risk. They also demonstrate awareness of wider safeguarding issues, such as radicalisation. However, they do not always implement the pre-school safeguarding processes effectively. Key messages about child protection concerns are not shared between managers and the staff team well. Therefore, they do not work together to take appropriate action, including liaison with relevant professionals to tackle concerns in a timely way. This potentially puts children in vulnerable situations.

What does the setting need to do to improve?

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

	Due date
gain a clearer understanding of responsibilities and greater insight into the overall running of the setting, to help maintain efficiency across all aspects, with particular regard to safeguarding	28/02/2020
review safeguarding processes and ensure that key messages about child protection concerns are shared between managers and staff, to help take appropriate action	28/02/2020
ensure that safeguarding protocols are followed in a timely way, including liaison with relevant professionals, to fully protect children from harm.	28/02/2020

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

- review the curriculum and focus the planning more precisely to extend the levels of challenge, considering particularly children's individual next steps and the learning needs of different groups of children
- extend teaching and review the organisation of some whole-group activities, to help maximise children's enthusiasm and level of engagement in learning
- reflect more closely on the overall quality of the provision, to help swiftly address weaknesses and maintain at least good standards.

Setting details

Unique reference number	205125
Local authority	Worcestershire
Inspection number	10116360
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	24
Number of children on roll	32
Name of registered person	Barnt Green Pre-School
Registered person unique reference number	RP520190
Telephone number	0779 0017777
Date of previous inspection	21 January 2015

Information about this early years setting

Barnt Green Pre-School registered in 1992 and is located in Barnt Green, Birmingham. The pre-school employs eight members of childcare staff. Of these, six have relevant early years qualifications at level 3 and one holds an early years foundation degree. The pre-school opens from Monday to Thursday during term time only. Sessions are from 9am to 3pm on Monday and Wednesday and from 9am to 1pm on Tuesday and Thursday. The pre-school provides funded early education for children from two to four years of age.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- The inspector toured the environment and discussed the organisation of resources, how learning is promoted and the curriculum provided.
- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation of a planned activity with the deputy manager of the pre-school.
- The inspector spoke to staff and held a meeting with the pre-school manager, and she also held a meeting with the chair of the committee and deputy manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

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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