

Inspection of Barnt Green Pre-School

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

Inspection date: 19 July 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Staff provide children with a secure and well-organised environment. A wide range of interesting activities are attractively laid out, which ignite children's curiosity and invites them to play and learn. Children are happy and move freely around the room to explore and develop their own ideas. They delight in squeezing small bags filled with paint to make patterns on paper. Children have lots of opportunities for fresh air and exercise. They ride on wheeled toys and make dens in the outdoor area. Children behave well. They listen attentively to stories and join in with songs and rhymes. Young children receive cuddles from their key person if they become tired or upset. This helps them to feel emotionally secure.

Young children access a wide range of resources that support their enjoyment of learning. They use their fingers to make shapes in flour and large brushes to 'paint' the floor and fence with water. Children show concern for living things, such as the bees in the garden. They talk to visitors about what they observe. For example, they explain where the bees live and announce that honey comes from bees.

The pre-school had a period of closure during the COVID-19 (coronavirus) pandemic. During this time, staff kept in regular contact with children and their families. They shared recordings of 'story time' so children could watch them at home. Consequently, children returned to the pre-school feeling relaxed and settled.

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

- Since the last inspection there has been significant changes to the way the pre-school operates. The management team have addressed the weaknesses identified at the last inspection. They have a good understanding of their roles and carry these out effectively. The management team meets regularly with staff to discuss best practice and identify training needs. They have effective systems in place to identify what the pre-school does well. However, they are not as robust at identifying areas they need to develop further to consistently improve the overall quality of the provision.
- Staff plan a varied curriculum. They make regular assessments of what children know and can do and use these to plan what children need to learn next. Children make good progress.
- A well-established key-person system supports children to form strong attachments and promotes their well-being and independence. Staff share information with parents about their child's progress in a range of ways. For example, through online learning records and end-of-year reports. Parents speak highly of the pre-school. They comment on the wonderful staff and the range of play activities their children enjoy.

- Partnerships with local schools are effective. Reception teachers are invited into the pre-school to meet and get to know the children in familiar surroundings. This supports children to feel relaxed and confident when they move to school.
- Staff know what they want children to learn from adult-led activities. For example, to estimate how many items are in a box. They introduce mathematical language, such as 'more' and 'less' to support children to compare quantities. Staff encourage children to estimate how tall they are before measuring themselves against the wall chart. Children enthusiastically discuss their height using words, such as 'tallest' and 'shortest'. However, on occasions, staff do not offer enough support and encouragement to children who are more reluctant to engage.
- Staff have high expectations for children's behaviour. They gently remind children of the pre-school rules throughout the day. For example, to use 'quiet voices' and to have 'kind hands'. Children know what is expected of them. Staff encourage them to talk about their feelings during small group activities. Children smile as they look in the mirror and tell staff they have a happy face.
- Children are beginning to learn about festivals from their own and other cultures. For example, they recently looked at books and talked to staff about the festival of Eid. To further the experience and extend children's learning, staff provided children with opportunities to decorate their hands with paint, to copy what they they had seen in the books.
- Staff support children with special educational needs and/or disabilities well. They often meet with other professionals to share information and plan for children's learning. Staff ensure the curriculum they provide meets children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding procedures and understand their responsibility to keep children safe. They keep their knowledge up to date as they regularly attend training. Staff know how to identify, respond to and manage any signs that may suggest a child is at risk of harm. They have a good awareness of wider safeguarding issues and know who to contact if they have a concern. The pre-school has a detailed safeguarding policy, which is understood by staff and shared with parents. Staff supervise children well. They give clear explanations to children of the importance of wearing sunscreen and remind them to wear their hats when they play outside.

What does the setting need to do to improve?

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

- make better use of self-evaluation to identify the strengths and to swiftly

address any areas of weakness to enhance the quality of the provision

- strengthen opportunities for quieter and less confident children to fully participate in adult-led activities.

Setting details

Unique reference number	205125
Local authority	Worcestershire
Inspection number	10146358
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Barnt Green Pre-School
Registered person unique reference number	RP520190
Telephone number	0779 0017777
Date of previous inspection	5 February 2020

Information about this early years setting

Barnt Green Pre-School registered in 1992. The pre-school employs seven members of childcare staff. Of these, all hold relevant early years qualifications at level 3 or above. One member of staff holds an early years foundation degree and the manager holds a level 6 qualification. 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 two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- This is the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the acting manager and has taken this into account in her evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector and manager discussed and evaluated a learning activity together.
- The inspector looked at required documentation, including evidence of the suitability of staff and of committee members.
- The inspector spoke to staff, children and 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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