

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

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

Inspection date: 7 February 2022

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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive joyfully at this pre-school. They skip and run towards the pre-school with their parents to be greeted warmly by the kind and caring staff. Staff prepare the environment with experiences that capture children's interests. As a result, children arrive eager and motivated to learn. They settle into the environment very quickly and immediately get involved in activities.

Children benefit from a range of learning experiences during their time at the pre-school. They develop their physical and problem-solving skills as they work together outdoors to build their own obstacle course. Children share their ideas and help each other move a variety of different sized wooden planks, logs and milk crates. They support each other to balance as they take it in turns to complete the course. Staff observe children closely to ensure their safety and question them to extend their thinking skills. Staff challenge children further when playing games with them. They describe picture cards and encourage children to guess what is on the card. For example, staff tell children the card they are holding is an animal that has wings and claws. Children correctly guess it is a 'hawk'. They later initiate playing the game independently and use their language skills to confidently provide accurate descriptions to other adults.

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

- The manager has designed a well-sequenced curriculum which supports children to develop their knowledge and skills over time. Staff share her vision and plan an exciting environment with a variety of activities to support children's learning across the seven areas of development.
- Staff are attentive to children and get to know them very well. They use information from their observations and assessments to plan suitably challenging experiences to promote children's development during their time at the pre-school. However, at times, the planning of larger group activities is not sharply focused enough to capture every child's individual needs. As a result, some younger children do not benefit from these activities as well as others.
- Children's communication and language skills are highly regarded. The pre-school introduces a word of the week to enhance children's vocabulary. For example, staff teach children the word 'persevere', and model this when children are trying hard, telling them that 'to keep trying is to persevere'. Children quickly gain the concepts of new vocabulary and use these words in their own sentences. This supports them to become fluent and effective communicators.
- Partnerships with parents are highly effective. Parents comment positively about the care and learning their children receive. They commend the support they received from the pre-school during the COVID-19 pandemic, such as regular welfare calls and activity packs for their child to do at home. This helped to

provide continuity in children's learning.

- Children behave very well. They demonstrate a clear understanding of staff's expectations of them. Children follow instructions and treat resources with care. They develop respectful relationships with each other. Children frequently work together and share resources during their play. As a result, they learn to manage and regulate their own behaviours.
- Leaders and managers have systems in place to provide strong support for children with special educational needs and/or disabilities (SEND). Staff use their assessments to promptly identify gaps in children's learning. They liaise with parents and other settings children attend to obtain support from other professionals at the earliest opportunity. Consequently, children with SEND make good progress in their learning.
- Children's health is promoted well. They enjoy choosing from a selection of vegetables, such as carrots, cucumber and baby corn, at snack time. Children are provided with continuous access to the outdoor learning environment, where they benefit from fresh air and exercise. This contributes towards them living a healthy lifestyle.
- The manager has taken significant action to improve the quality of teaching since the last inspection. She closely monitors teaching and uses regular supervision to identify staff's individual professional development needs. Staff attend regular training opportunities to extend their knowledge and skills. However, the monitoring of this is not yet securely embedded to continually review the impact and raise teaching practice to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers undertake regular training to keep their knowledge of safeguarding up to date. They know the signs and symptoms of different types of abuse. Staff understand the procedures to follow to report their concerns to other agencies in a timely way, in order to keep children safe. They know what to do if they are concerned about the conduct of a colleague. Risk assessments are completed daily to ensure that the environment is safe for children. Staff understand the procedures in place to ensure that children only leave the pre-school with authorised persons.

What does the setting need to do to improve?

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

- review the planning and organisation of group activities so that teaching is successfully adapted to maximise the learning opportunities for every child
- explore further ways to monitor the impact of training and professional development for staff to enhance their teaching practice to the highest level.

Setting details

Unique reference number	EY483597
Local authority	Birmingham
Inspection number	10131413
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	25
Number of children on roll	22
Name of registered person	McNicholas, Maria Lavet
Registered person unique reference number	RP910560
Telephone number	07743375071
Date of previous inspection	7 November 2019

Information about this early years setting

Digbeth-In-The-Field Pre-School registered in 2015 and is located in the Yardley area of Birmingham. The pre-school operates Monday to Friday during term time only. Sessions are from 9am until midday. There are four members of childcare staff employed. Of these, one holds a qualification at level 5 and three hold qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk to understand how the provision and curriculum are organised.
- The manager and the inspector carried out a joint observation of an activity to evaluate the quality of teaching.
- Parents and children spoke to the inspector and gave their views of the pre-school.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact this has on children's learning.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of staff suitability.

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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