

Inspection of Harvey Road Pre - School

St Michael & All Angels Church, Rowlands Road Yardley, Birmingham, West
Midlands B26 1AT

Inspection date: 4 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school eager to learn. They separate from their parents with ease because they receive a warm welcome from the kind and friendly staff. This helps children to feel safe in the pre-school environment.

Staff plan and provide a stimulating environment for children. Children show a positive attitude towards learning because they quickly become engaged in the experiences on offer. They develop their physical skills while they practise transporting soil into planting pots using different tools. Staff help children to recall what they have learned during a recent forest school session and children demonstrate knowledge about how seeds grow. They understand that seeds need water and sunlight to grow into flowers. Staff help children to develop their mathematical skills while they count petals and make comparison about sizes. They further extend this when children are playing with blocks and they help the most-able children learn how to add up numbers.

Staff have high expectations for all children, which encourages them to develop independence. Children confidently put their own coats on to go outside and put these away when coming back inside. At snack and lunchtimes, children collect their own food and know how to open packaging. They take care of their belongings and put these away when they have finished. This helps children acquire skills in preparation for the next stage in their learning.

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

- Staff have a strong knowledge and understanding of the areas of learning they teach. They plan and provide a broad range of learning opportunities for children that motivates them to learn. This helps children to make good progress across the seven areas of learning, in preparation for the next stage in their development.
- Key persons use assessment purposefully to gather information about what children can do and identify what they want them to learn next. They share this information with all staff. This means they use it effectively to provide children with meaningful experiences that take account of their learning needs.
- Staff continuously interact with children. Children enjoy learning new songs and join in with group times. Staff model language clearly and use questioning skilfully to help children develop their communication and language skills. However, staff and managers have not yet fully considered how to make the best use of information they have to further support children who speak English as an additional language.
- Children listen intently when staff read stories to them. They enthusiastically guess what happens next and describe what they see in the illustrations.

Children further develop their literacy skills through a variety of mark-making opportunities. They learn to hold pens correctly, while they practise writing letters on white boards.

- Staff and managers prioritise children's good health. They follow rigorous cleaning routines to provide a hygienic environment for children. Children learn to manage their own hygiene because they ask to wash their own hands when they become dirty. Managers provide guidance to parents to help them provide children with healthy and nutritious meals and snacks. Children benefit from regular opportunities to access fresh air and exercise, including attending a weekly forest school session at a local school.
- Children behave very well. They demonstrate an understanding of staff's expectations for their behaviour and follow instructions with ease. For example, they know that when staff ring a bell they need to help tidy up.
- Children are kind and courteous towards each other and build respectful relationships with staff. They are able to share and take turns, and enjoy playing together. Outdoors, children work together to lift a parachute. They show enthusiasm while they practise counting the number of times they lift it.
- Parents comment positively about the pre-school. They praise the staff and say that their children love coming to the pre-school. Parents welcome the regular information they receive from staff about their child's care and learning, which helps to provide continuity at home.
- Managers provide staff with regular supervision and help them to access training and professional development opportunities. Staff report that they feel well supported by managers. However, the monitoring of staff practice is not yet fully effective in helping to raise the quality of teaching and practice consistently to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers attend regular training to keep their knowledge of safeguarding issues up to date. They know how to identify and respond to child protection concerns, including how to make a referral to the local safeguarding partners. Staff understand the procedures to follow if they have concerns about the conduct of another adult. There is an appropriate procedure in place for the safe use of mobile phones and cameras. The manager follows a rigorous procedure to assess the suitability of new staff before they commence their employment. Staff deploy themselves effectively to meet the needs of the children and keep them safe.

What does the setting need to do to improve?

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

- explore ways to make better use of the information gathered to further support children who speak English as an additional language
- strengthen the monitoring of staff practice, so that training and professional development opportunities raise the quality of teaching consistently to the highest level.

Setting details

Unique reference number	229124
Local authority	Birmingham
Inspection number	10232554
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 at time of inspection	2 to 10
Total number of places	30
Number of children on roll	78
Name of registered person	Fun at Harvey Road Ltd
Registered person unique reference number	RP535275
Telephone number	07976 165582
Date of previous inspection	14 September 2018

Information about this early years setting

Harvey Road Pre - School was registered in 2008. It is located in the Yardley area of Birmingham. The pre-school operates Monday to Friday, term times only, from 9am until 3pm. It also offers wraparound care from 7.30am to 8.45am and from 3pm to 5.45pm for school-aged children. There are 15 members of childcare staff employed, 10 of whom hold appropriate early years 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 provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 about their views of the pre-school.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact this had on children's learning.
- The inspector held a meeting with the manager and deputy 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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