

Inspection of Perryfields Pre-School

Perryfields Primary School, Apsley Road, OLDBURY, West Midlands B68 0QY

Inspection date: 14 November 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

The manager greets children and their parents warmly at the beginning of each session. Children engage in conversation with their peers. They are happy and excited about their day ahead. Staff teach children safety rules when navigating their way through the school and how to keep themselves safe. Children understand what is happening during the day and about their behaviour expectations. Children's behaviour is positive, reflecting the setting's vision of sharing, kindness and cooperation.

There is a strong focus on supporting children's communication and language skills. Children have plenty of opportunities to revisit their favourite parts of the stories and think about their characters' roles. Children develop a love for books and confidently talk about their story choices. For example, children excitedly open a gift-wrapped book from a 'fairy' to spark their interest in the book. Children benefit from many activities based on the story and fully engage in its narratives. Staff provide children with many language-rich activities that also support early mathematics. Staff skilfully introduce the new vocabulary and give children many opportunities to use all of their senses to investigate. For example, children describe the properties of melting ice while investigating ice cubes melting on the palms of their hands.

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

- The manager effectively draws on group assessments to identify the effect the COVID-19 pandemic had on children's learning and development. Staff arrange a one-to-one time for children who need additional communication and language skills support. For example, during focus-time groups, key persons use a targeted intervention to boost children's language skills to narrow the gap between them and their peers. Children make good learning progress across all areas of the early years foundation stage (EYFS).
- The curriculum is ambitious for all children and staff demonstrate clear intentions for children's learning. Staff regularly assess children's progress and communicate it with parents. Staff plan many adult-led activities that support children's learning needs. However, children have fewer opportunities to decide how they will play and learn. This means that staff do not fully promote children's concentration and motivation to become independent learners.
- Children benefit from and have plenty of opportunities to be physically active indoors and outdoors. Children strengthen their large muscles using bicycles and tricycles. They excitedly run and squat during their games. Children develop their small muscles during activities with play dough, small building blocks and paint.
- The manager has high expectations from all staff members and a deep sense of

duty to care for the children. The staff members work well with each other to improve children's outcomes across the EYFS. Staffs' knowledge of their key children and their families is commendable. Staff plan experiences that successfully build on children's interests from home. Children confidently talk about activities they like to do in the setting and who they like to play with.

- The partnership with parents is effective. Parents positively comment on the staff's warmth and loving approach to their children. Staff regularly invite parents to share their children's achievements from home and discuss their great moments in the setting. Parents feel involved in nursery life and attend the school's fundraising events.
- The manager and staff demonstrate their commitment to professional training that positively impacts their daily teaching. Staff feel valued and appreciated by management for their efforts in improving children's learning outcomes. This motivates them further to implement new and exciting ways of teaching that support children's learning and development. For example, all staff receive regular training to support children with speech and language delays.
- Children learn to make healthy choices and discuss what food is suitable for their bodies during mealtimes. Children benefit from nutritious snacks during their day. Staff give useful information to parents to support them with providing healthy food for children's packed lunches, including fresh fruit and vegetables.
- Staff plan meaningful transitional activities to ensure children are ready for their next stage in education, especially when they move to school. Children benefit from many activities organised with the school to broaden their understanding and knowledge of school routines.

Safeguarding

The arrangements for safeguarding are effective.

The manager and all staff understand their safeguarding roles and responsibilities well. They communicate effectively as a team to ensure children are supervised, and their well-being is paramount. Staff demonstrate their robust knowledge of safeguarding procedures and know who to turn to should they have any concerns that a child might be at risk of harm. Staff regularly update their knowledge of child protection issues, including the 'Prevent' duty, to look for signs of radicalisation in young children. The premises are safe and secure and regularly checked by staff members to ensure any potential hazards to children's safety are managed and eliminated effectively.

What does the setting need to do to improve?

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

- review and adapt daily routines to increase opportunities for children to make their own decisions and consolidate their learning during their play.

Setting details

Unique reference number	EY390766
Local authority	Sandwell
Inspection number	10233742
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	3 to 4
Total number of places	32
Number of children on roll	17
Name of registered person	Perryfields Pre-School Committee
Registered person unique reference number	RP911535
Telephone number	07749926083
Date of previous inspection	15 November 2016

Information about this early years setting

Perryfields Pre-School re-registered in 2009 and is situated in the grounds of Perryfields Primary School. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens from Monday to Friday, during school term times. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Anna Makowska

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all nursery areas and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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