

Inspection of Pheasey Park Farm Children's Centre

Pheasey Park Farm Primary School, Wimperis Way, BIRMINGHAM B43 7DH

Inspection date: 2 December 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 are happy and thrive in this caring and nurturing setting. They develop strong bonds with their key person and make positive relationships with their friends. When babies are hungry or tired, staff attend to their needs in a calm and loving manner. This promotes their feelings of security and gives a good base for learning. Children display curiosity as they explore activities. For example, when exploring jelly play, children pour the liquid between two measuring cylinders. They develop their imagination through opportunities to build and draw bridges while singing nursery rhymes.

Staff have high expectations for all children, and their needs and interests are a priority. Children are encouraged to follow routines and join in with group activities when they are ready to do so. Each child's key person creates unique individual planning for children to ensure that they make progress. These are shared with all staff so that children receive consistency in their care and education. Children behave well and have positive attitudes towards learning. They accept the needs of others and include everyone in their play. Children learn about living healthy lifestyles through discussions about healthy foods at snack time and have many opportunities to develop physically outdoors. Children make choices about where they would like to play by having open access to the indoor and outdoor environments. Children take part in sand play, using language of size and number. Staff engage in conversations that teach children new vocabulary to extend their learning.

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

- Managers and staff have developed a curriculum that supports individuality and children's imagination. Staff provide activities that indulge children in new learning. They then revisit this learning later in the term to ensure that it is embedded.
- The curriculum for babies is ambitious. Babies are provided with a range of resources that encourage physical movements. They have space to crawl and explore activities indoors and a range of ride-on toys to encourage balancing and coordination outdoors. Staff get down on the floor with children to explore toys and books and enhance their personal, social and emotional development.
- Children take part in activities that teach them new skills. For instance, they learn about special days, such as St Andrew's Day. Children explore patterns, colour and practise skills of weaving. They listen to traditional Scottish music and take part in dancing sessions. These experiences help to broaden children's knowledge and understanding of the world.
- Children with special educational needs and/or disabilities (SEND) are supported by a caring team and receive additional support at appropriate times. This

includes individual or group sessions in the dedicated sensory room. Children develop their listening and attention and extend their vocabulary in this purposeful environment.

- Children experience communication-rich mealtimes. They chat to their friends and staff members as they slice their fruit at snack time. Children explore a variety of tastes and textures and comment on their likes and dislikes. However, sometimes, children lack opportunities to be independent. Older children are not always provided with opportunities to pour their own drinks or use appropriate cutlery to eat their lunch.
- Transitions are well supported in this setting. Children receive settling-in sessions where staff find out what children know and can do through conversations with parents. As children move into new rooms, familiar staff members move with them. This supports on-going staff development and ensures that children receive continuity in their care which promotes their well-being.
- Managers have a strong ambition for the setting. Since the last inspection, they have worked particularly hard on developing partnerships with parents. Partnerships with parents are very strong. Parents speak highly of the staff team and the progress that their children make. They receive regular updates on their children's development and are provided with ideas to support them further at home.
- Managers identify training needs of staff through routine supervision and appraisals. Staff have taken part in training to enable them to assess children's communication and language skills. They use this information to improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff adopt a strong culture of safeguarding children. They ensure that only suitable people work with children. Managers have created an effective induction programme that ensures that students, volunteers and staff are aware of their roles in keeping children safe. Staff and managers are knowledgeable about the signs and symptoms of abuse. They know how to report concerns about children and can explain the processes involved. Staff can explain how they would follow the whistle-blowing policy if they had a concern about the conduct of a colleague, and managers can describe the role of the local authority designated officer.

What does the setting need to do to improve?

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

- enhance opportunities for children to extend their independence at mealtimes.

Setting details

Unique reference number	EY294164
Local authority	Walsall
Inspection number	10233660
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	0 to 4
Total number of places	80
Number of children on roll	232
Name of registered person	Pheasey Park Farm Primary School Governing Body
Registered person unique reference number	RP517417
Telephone number	0121 366 7639
Date of previous inspection	14 March 2017

Information about this early years setting

Pheasey Park Farm Children's Centre registered in 2006. The nursery employs 19 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday, for 48 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It provides wrap-around care for a pre-school group and out-of-school care during term time and school holidays for school-age children.

Information about this inspection

Inspector
Ali Myers

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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