

# Inspection of Fox Hollies Forum Preschool And Playscheme

Fox Hollies Forum, Greenwood Avenue, BIRMINGHAM B27 7RA

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Inspection date: 6 June 2023

**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 develop a positive attitude towards their learning in this welcoming and inclusive pre-school. They arrive full of enthusiasm and ready to start their day. Children are happy and relaxed and demonstrate high levels of self-esteem. They develop strong bonds with the nurturing staff who care for them. Children are kind and respectful to their friends and show good levels of maturity. For example, a child asks another if they would like to go first on the scooter.

Children make good progress from their starting points. They enjoy activities that enhance their understanding of the world. For example, children learn about the life cycle of different creatures, including frogs. Children proudly recall what they have learned about the stages from frogspawn to frog. They excitedly show visitors some of the tadpoles that are evolving into 'froglets'. Children learn about the importance of a healthy lifestyle. They know to wash their hands before they eat. Children take part in regular physical activities. They develop good balance and coordination as they use balance bars in the garden. Children play chasing games, kick and throw balls and adeptly use wheeled toys. Children develop positive attitudes towards their learning. Support for children with special educational needs and/or disabilities (SEND) and those with English as an additional language is good.

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

- The dedicated manager and enthusiastic staff have worked hard since the last inspection and have made significant improvements to the pre-school. For example, the manager now has effective systems in place to monitor staff practice and provide them with the support and training they need to fulfil their roles.
- The manager makes regular checks on children's progress to enable her to identify any gaps in children's learning and to ensure children are making good progress over time. She supports children with SEND very well. The manager puts in place one-to-one support and small-group sessions where needed. She works closely with outside agencies, such as speech and language therapists and the local authority special educational needs and/or disabilities coordinator. The manager ensures that any additional funding the pre-school receives is used effectively to support the children for whom it is intended.
- Staff observe children closely to find out what they know and need to learn next. They use this information to plan activities and experiences that staff know the children will enjoy. However, on occasions, some activities are not precisely linked to some children's learning needs and so staff miss opportunities to extend their learning.
- Staff promote children's speech and listening skills effectively. During story time staff ask children a variety of questions and give them plenty of time to think

and reply. Staff encourage children to talk about the story. They encourage them to predict endings and make up their own versions.

- Staff support children's mathematical development. They encourage children to count plates at snack time and solve simple mathematical problems, such as calculating how many more cups they need. They encourage children to use language of size as they play. Children learn to recognise shapes and numbers.
- Children demonstrate their developing literacy skills. They confidently match sounds to the letters of their name. Children can recognise their names, and some can write their name independently.
- Staff have high expectations for children's behaviour. They are good role models who demonstrate kindness, sharing and good manners. Consequently, children behave well.
- Children enjoy healthy snacks including cereals, toast, fresh fruit and freshly baked bread. Children demonstrate a good knowledge of oral health. They talk about when and how they clean their teeth. A child explains, 'If you don't brush, you get plaque teeth'.
- Parents are very complimentary about the pre-school. They say the staff are extremely kind and caring, and their children are happy and safe. They comment on the good progress their children make during their time in the pre-school, particularly with regard to communication and social skills. However, parents do not receive enough precise information about what their children need to learn next, to enable them to continue their children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff are fully aware of their roles and responsibilities to protect children from harm. They have a secure knowledge of the potential signs and symptoms of abuse. They know when and where to refer any concerns they may have about a child's welfare. The manager has robust procedures in place to help to ensure that staff are suitable to work with children. The premises are safe and secure. Staff carry out daily checks of resources and the premises to identify and remove any hazards in the environment.

## **What does the setting need to do to improve?**

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

- support staff to consistently focus planning of activities more precisely on what children need to learn next
- provide more detailed information so that parents receive enough information to support their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY561430
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10246084
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Fox Hollies Community Association Charity Incorporated Organisation
<b>Registered person unique reference number</b>	RP561429
<b>Telephone number</b>	01217060652
<b>Date of previous inspection</b>	7 June 2022

## Information about this early years setting

Fox Hollies Forum Preschool And Playscheme registered in 2018. There are seven members of staff; all hold a qualification at level 3. The setting operates term time only, for five days a week. Opening hours are from 8.45am to 11.45am, and from 12.15pm to 3.15pm. There is also an option for children to stay for lunch. The pre-school provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The manager joined the inspector on a learning walk and talked to her about their curriculum and what she wants the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views. She spoke to children to find out about their time at the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector spoke to 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 pre-school.

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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