

Inspection of Shirley Road Pre-school & Kindergarten

364 Shirley Road, Acocks Green, BIRMINGHAM B27 7NS

Inspection date:

13 November 2023

Overall effectiveness

Good

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 are happy in this small and friendly pre-school. They leave their parents with ease and are keen to join their friends to play. Children develop independence and show a sense of belonging. They hang their coats up, place their name on the self-registration board and put their water bottles away. Staff are very kind, caring and patient. They are good role models for children. Staff remind children gently about the simple rules at pre-school. Children know when to sit and listen during circle time activities. They tidy away toys when they have finished playing with them. Children behave well. Staff provide effective support for children's emotional development. They join children as they play, offering plenty of praise and encouragement. Children develop confidence and high self-esteem.

Staff place a high priority on promoting communication and language skills. They model language, repeat simple words and ask children questions to extend their learning. Children join in regular rhyme and song sessions. Staff plan activities to develop children's early writing skills. Children enjoy making marks and drawing pictures. They develop their small-muscle skills as they use their hands, fingers and tools to manipulate dough. Children use pincers to pick up coloured pasta pieces. Staff encourage them to develop mathematical understanding as they sort and match the colours as they play.

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

- The provider, who is also the manager, has worked hard to raise the quality of the provision. She provides effective supervision and support to her longstanding staff team to ensure they fulfil their roles and responsibilities effectively. Staff welcome visits by the local authority and local teachers to develop their practice further.
- The provider and staff implement a successful educational programme. Staff know children well. They carry out regular observations and assessments of children's learning. This helps them to identify any gaps in learning and to plan for what children need to learn next. As a result, children make good progress in their learning.
- Children who speak English as an additional language are supported particularly well. Some children join the setting speaking very little or no English. Staff use visual cards, pictures and use words from children's home languages to enhance their communication skills. As a result, children's speaking skills develop well.
- Staff promote positive behaviour. They engage children in games to support them to play together cooperatively. As children play outside, they take turns to throw balls into baskets. Each child takes their turn to hop and jump across numbered hoops outside.
- Staff support children to develop healthy lifestyles. Children benefit from daily

fresh air and exercise. Staff provide a choice of fruit for children to enjoy at snack time. They talk to children about healthy foods and the importance of brushing teeth.

- Children develop a sense of self and learn about respect and difference. Staff encourage them to get to know about the families who attend. Children help set up displays with photos of their family. They look in mirrors and talk about different features of their skin and hair. Staff talk to children about where they were born and look at flags from different countries.
- Parents comment positively about the pre-school. They are grateful for the support that staff give and say their children enjoy attending. Parents say they can see the progress their children are making. For example, their children are becoming more confident and learning more words. Staff share daily information with parents. However, staff do not consistently share information about what children need to learn next, to help parents build on learning at home.
- Overall, staff promote literacy well. Staff use props, such as fruit and cuddly toys to engage children in a story about a hungry caterpillar. Children are excited to see the caterpillar change into a beautiful butterfly. There is scope to develop some aspects of literacy teaching. On occasions, staff use a mix of letter names and letter sounds. They do not use consistent strategies to help children learn the basic letter sounds to fully support the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out regular risk assessments of the environment and toys each day. If they identify a risk it is immediately minimised or removed. This helps to provide a safe place for children to play. The provider deploys staff effectively to supervise children, indoors and outdoors. Staff attend regular safeguarding and child protection training. They are aware of their responsibilities to keep children safe. Staff are aware of the signs and symptoms of abuse. They are clear about how to report any concerns about children or allegations about a colleague. The provider implements a robust recruitment procedure to ensure that staff are deemed suitable for their role.

What does the setting need to do to improve?

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

- work even more closely with parents to share children's next steps and support them to build on children's learning at home
- implement consistent strategies to help develop children's understanding of letter sounds.

Setting details

Unique reference number	EY481466
Local authority	Birmingham
Inspection number	10275254
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	8
Name of registered person	Nanny Chi-Chi's Day Nursery Ltd
Registered person unique reference number	RP532263
Telephone number	
Date of previous inspection	13 December 2022

Information about this early years setting

Shirley Road Pre-school & Kindergarten registered in 2015 and is situated in Acocks Green, Birmingham. The nursery employs three members of childcare staff, all of whom hold an early years qualification from level 3 to level 6. The nursery opens Monday to Thursday during term time only. Sessions are from 8.30am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the provider completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector completed a joint observation with the provider where they evaluated the quality of teaching and practice together.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.

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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