

Inspection of Vivian Road Pre-School

St Marys Parish Centre Hall, Vivian Road, Harborne, Birmingham, West Midlands
B17 0DN

Inspection date: 3 July 2024

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of the nurturing staff team. The management team and staff create an extremely welcoming and inclusive environment. Children are incredibly happy at pre-school and have strong, trusting bonds with staff. The manager is very passionate in her role, looking after both children and families. This is clearly visible in everything the management team and staff do.

The management team and staff plan high-quality experiences for children. Importantly, they understand their curriculum and what they want children to learn. Planning is highly effective. It shows differentiation for particular groups and children's individual needs. There is a strong focus on the three prime areas of learning. Staff use a selection of themes which centre around well-known storybooks. They retell stories with animation, change of tone, volume and expression. The storyteller's enthusiasm captures children's imagination. Children excitedly join in and they copy the actions and key words from the story. For example, they pretend to 'squelch' through the mud and 'shiver' in a snow storm. Staff are superb as they model language and extend children's vocabulary throughout.

Staff have high expectations for children's behaviour. They are exceptional role models who consistently reinforce the use of good manners. Staff encourage children to share and take turns and praise children for their achievements. This helps enormously to help build children's self-esteem and reinforce positive behaviour.

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

- The management team actively reflects on the pre-school provision. Managers strive for continuous improvement and development. There are outstanding support systems in place for staff. Their well-being is a high priority. Staff engage in a wealth of training to broaden their knowledge and professional development. This includes a strong self-evaluation process. The management team gathers the views of parents and staff to drive improvement forward.
- All parents speak with incredible enthusiasm about the positive contribution staff make to their children's lives. They comment that, 'The experience has been nothing less than exceptional.' Furthermore, they praise both the manager and staff for the strong relationships they build with parents and children. For example, there are home visits, settling-in sessions and stay-and-play groups. Parents regularly meet with their key person to discuss their children's progress.
- Children with special educational needs and/or disabilities (SEND) receive exceptional support. Staff know their key children very well and use assessment to quickly identify any gaps in children's learning. They work in close partnership

with parents and relevant professionals. Individual plans ensure that children make the best possible progress towards their individual targets. The manager uses additional funding with purpose to benefit the specific needs of children. For example, they obtain bespoke sensory resources and books. All children make considerable progress in relation to their different starting points.

- Interactions between staff and children are superb. Children show deep levels of engagement in the exciting activities that staff create, such as the role play beach area. Staff expertly use practical activities to build on children's language skills and mathematical thinking. They explain that some buckets are 'heavy' and some 'light'. Children experiment with different quantities of wet and dry sand as they build sandcastles. Staff offer further support to develop children's language skills as they routinely use Makaton and visual aids to help embed children's learning. This helps to provide excellent support for all children to develop their communication and language skills.
- Children's health is a high priority. They choose from a wide range of interesting fruits at snack time. Staff use this valuable time to talk to children about the importance of healthy foods. Staff are also extremely consistent with hygiene messages. They remind children about the need to wash their hands and the correct procedure to follow.
- Children show high levels of independence. On arrival, children find their name or photo and attach it to the register board. At snack time, they confidently self-serve and pour their own water from a small jug. Children learn to tidy away afterwards. This includes washing their own plate and beaker in soapy water. Children are very confident to manage tasks by themselves. This is because of the highly consistent support and encouragement from staff.
- The pre-school prepares children exceptionally well for school. Staff thoughtfully prepare a role play classroom. This models tables, pens, wipe boards and local school uniforms. This helps children to start talking about going to school. Children also learn key skills in readiness for the transition. For example, they learn how to open up their own wrappers in their lunch box and put on and take off their shoes.
- Children have an extensive range of opportunities to develop their physical skills. Staff focus on enhancing children's large-muscle development through specialist music and movement sessions and outdoor play. Children develop excellent strength and dexterity in their hands. For example, they make and mould their own play dough. Children demonstrate their developing physical control as they use markers in sand and mud and hold pencils to draw and write their names.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	227236
Local authority	Birmingham
Inspection number	10351272
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	42
Number of children on roll	45
Name of registered person	Ruff, Andrea Wynne
Registered person unique reference number	RP901132
Telephone number	07732 908194
Date of previous inspection	18 October 2018

Information about this early years setting

Vivian Road Pre-School registered in 1996. The pre-school operates during term time only from 9am to 3pm. It employs nine members of staff; of these, seven hold appropriate qualifications at level 2, 3 or 5. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Walton

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 provider.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to parents 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 carried out a joint observation of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024