



## **Birchfield Pre-School Academy**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY332142
<b>Inspection date</b>	15 December 2006
<b>Inspector</b>	Susan Rogers
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Birchfield Pre-School Academy opened in 2006. It operates from three rooms in Trinity House which is on the grounds of Birchfield Community School in Aston, Birmingham. All children have access to a safe and secure outdoor play area. Children attend from the surrounding areas.

A maximum of 28 children aged two to five years may attend at anyone time. There are currently 64 children from two years to four years on roll. This includes 46 funded three-year-olds and eight funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with disabilities or learning difficulties. The setting also supports a number of children who have English as an additional language

The group opens five days a week during term times. Sessions are from 09:00 until 12:00 and from 13:00 until 15:00.

One full time and seven part time staff work with the children. All of the staff have early years qualifications to level 3. The setting receives teacher support from a teaching mentor from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are well protected in the sun since they have sun protection cream applied, play in shade, wear hats and have access to frequent drinks of water. Children are well hydrated as they have frequent access to water throughout the sessions. Children are well protected in the colder weather as staff ensure that children always wear protective clothing when playing outdoors and promote this by providing children with warm waterproof clothing if their own is seen as inadequate.

The medication and sick child policy protects children's welfare as staff administer prescribed medication and ensure parents are advised of any changes in their child's health. Staff have a thorough knowledge of children's different health needs. Consequently, they provide care that meets children's specific needs which contributes towards children's continuity of care. They are well protected as all staff have a current first aid certificate and know how to react if there are concerns regarding children's health. Children are learning about the benefits of effective hygiene routines; they regularly wash their hands after using the toilet and before snacks.

Children's health is protected as healthy eating is actively promoted in the setting. They eat a wide variety of fruit and vegetables that include raw carrots, cherry tomatoes, bananas and apples. Children are learning about the benefits of healthy eating as this is consistently promoted by staff during snack times.

Children develop first-rate finer physical skills and excellent control when they use tools since they have frequent access to a vast assortment of equipment that includes roller paints, brushes and glue sticks. For example, children proficiently use containers to scoop sand, remove screw tops from roller paint, use a wide assortment of containers to pour water from one into another and confidently create structures using construction equipment.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are well protected as the risk assessments are thorough, incorporate additional accreditation, utilise the expertise of fully trained staff and consequently provide children with a safe environment. Children are well protected against the dangers of fire since they participate in regular fire drills and are provided with explanations that help them understand the dangers. Children's welfare is protected as they have excellent supervision as a consequence of the generous staffing ratio.

Children's learning is given great encouragement as staff have a thorough knowledge of their capabilities and provide some of the children with one-to-one care. Consequently, staff have

an in-depth knowledge of all the children they care for and organise staffing expertise and ratios so that children are thoroughly supported. Children's development is encouraged through the excellent supervision of staff, who constantly work with children ensuring that they are well engaged in fulfilling activities.

Children develop well as a result of the attractive and welcoming environment. Children are encouraged to further their development as the environment is attractive and welcoming. For example, there are many aspects of children's work displayed and the toys and equipment are well presented. Consequently, children are encouraged to engage in fulfilling activities. Children's welfare is mostly protected as the premises are mostly suitable for their needs. However, their welfare is compromised as the nappy changing facilities are based in the main school building and younger children have to be taken there to have nappies changed.

Children learn quickly as the activities and equipment are wide ranging, and the broad knowledge of staff ensures that children have equipment that fully meets their development needs. For example, children's development is encouraged as they play in the home corner, with dressing up resources and water and sand play. Children's skills are further advanced as staff provide specific equipment that meets the needs of individual children. Children develop well as staff have exceptional knowledge of how they effectively use the equipment to extend children's learning. Children are well protected if there are any concerns regarding their care as staff have attended relevant training, inform parents of their obligations and can comprehensively recognise any areas of concern.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children learn quickly as the activities are immensely well-planned and thoroughly encourage children's development in all areas. Children approach the activities with relish and enormous enthusiasm. For example, children's development is thoroughly challenged as they pour water from a small spouted watering can into a thin necked bottle and manage this with immense skill. They become fully absorbed in group conversations with staff and other children where they discuss aspects of their own family life and how this differs from others.

Children's learning is given top priority as the planning is thorough and meets children's individual needs. They progress exceptionally well as staff recognise that children have different starting points when they commence attending the setting and therefore adapt the planning and individual assessments to meet the needs of each child.

Children enjoy a strong bond of emotional security with the staff who care for them, consequently, they feel consistently secure enjoying closeness with the staff when this is needed. Their confidence is well-promoted, consequently, their need to explore is encouraged and they readily approach challenging activities with relish. Children encounter all challenges with great enthusiasm as staff provide exceptionally high levels of support since there is a generous staffing ratio that allows children to have frequent one-to-one support. For example, staff readily provide children with additional equipment when children have achieved an activity so that their skills are further challenged.

Staff have an excellent means of observing children and intuitively know when children need to move on to another stage and are therefore consistently providing children with greater and more stimulating challenges. Children's communication skills are thoroughly promoted through well chosen aspects of conversation that encourage children to contribute and respond, consequently, they are confident in their conversations. Children who have English as a second language are encouraged to actively contribute to conversations as many of the staff communicate effectively using additional languages and subsequently promote children's understanding.

Children happily separate from their parents as they are curious and motivated by an attractively organised room and activities. Consequently, children are greatly inspired when they enter the setting. They are further encouraged by the enthusiastic welcome provided by staff who greet the children when they enter the setting. Children's well-being is thoroughly well protected as staff take immense interest in their well-being and continuing activities.

Nursery education.

The quality of teaching and learning is outstanding.

Teachers are exceptionally thorough in their explanations providing children with optimum opportunities to learn. Children enjoy constant challenge since staff choose activities that are interesting and stimulating but ensure that all of the activities are achievable. Staff have a thorough in-depth knowledge of all the children that are in their care as a result of extensive assessments. Children's development flourishes since staff demonstrate exceptional commitment in providing high levels of interaction with the children and meeting each of the children's individual needs.

Staff have a thoroughly good understanding of the Foundation Stage since all staff have attended relevant training and hold appropriate child-care qualifications. Staff are confident in their extensive knowledge of the Foundation Stage and consequently employ flexible teaching methods. They are consistently extending children's knowledge and development by promoting stimulating and creative learning opportunities. Staff recognise that all of the children have very different starting points when they commence at the setting. Through meticulous assessments they are very alert to the development needs of all the children providing stimulating challenges at all times. Assessments of individual children are exceedingly thorough and incorporate much observation and appraisal of teaching methods. Planning is extensive and children's development is thoroughly encouraged as their individual assessments inform the planning ensuring that all areas of children's development are met.

Children have excellent opportunities to exercise and consequently have developed immensely proficient skills as they climb ladders, slide down slides, run and jump and eagerly participate in group dance and exercise sessions. Children adeptly climb and balance confidently using ladders to reach climbing frames, crawl through tunnels, climb steps and pedal wheeled toys uphill. Their very well-developed physical skills help them negotiate play in an interesting playground where they confidently manage a more challenging environment such as exploring the sensory garden. They expertly propel wheeled toys around each other allowing each other room and scope for individual play.

Children consistently use mark making throughout their many activities. For example, they use pencils and paper whilst they play in the creative area marking the pad as they pretend to write out prescriptions. They have consistent opportunities to spontaneously practise mark making by using a designated writing table. They are tremendously confident when they speak as their communication skills are thoroughly promoted through well-chosen aspects of conversation. They thoroughly enjoy and listen well during story time responding enthusiastically as they creatively predict the outcome of the story. Children who have English as a second language actively contribute to conversations as many of the staff speak additional languages and therefore communicate very effectively with the children. Children understand that there is a purpose for written text and are beginning to recognise their own names which helps them when they hang their coats on their pegs.

Children proficiently use mathematical ideas to solve problems. They recognise numerals, different shapes and are beginning to use number for a purpose. For example, they count the number of bananas that are needed at snack time and calculate how many will be left. They use mathematical language with great versatility in their play this furthers their understanding and helps them describe what they are doing. Children confidently use technology to support their learning. They competently use the computer keyboard and navigate the mouse. They use push button phones during their creative play and extend their learning by using an interactive whiteboard.

Children are immensely confident and independent. They put on their own hats and coats and help to serve each other at snack time. They are aware that others have different needs and unreservedly accommodate more needy children and help others that are less able. They take responsibility for their environment by proficiently clearing away their toys and equipment at the end of each session.

Children are immensely innovative and confident in developing their creative ideas. For example, they actively work with each other in the imaginary play area contributing to other children's ideas and creative thoughts. They create images using a vast assortment of creative tools that include glitter-paint, roller paints and clay to create three-dimensional objects.

### **Helping children make a positive contribution**

The provision is outstanding.

Children flourish as they have a thorough understanding of different traditions and cultures since different festivals and celebrations are actively celebrated. Stimulating resources and activities further promote children's understanding. They have immense understanding of the different needs of others in society and are consistently kind to each other as more able children help less able children. Parents have a highly active role in their children's care and education and successfully provide consultation for staff regarding different traditions and celebrations. Children's understanding is further enhanced as the staff group represent different cultures and their expertise and knowledge is used with exceptional skill to promote a wider variety of interesting activities.

Children's social, moral, spiritual and cultural development is fostered.

Children have time for reflection and contemplation at the end of the school assembly and are most considerate of the needs of others. For example, they are considerate of others when there is a need for less activity and quiet.

Children with learning disabilities and difficulties have exceptional care as staff have outstanding skills in managing both a safe and rewarding environment for all children. Children enjoy purposeful support as specialist staff have been recruited to support some children. Children flourish as parents knowledge of the individual needs of their children is wisely used to promote a consistent learning environment. Children enjoy a highly inclusive environment as staff are immensely skilled in promoting adaptable learning opportunities for all children.

The management of children's behaviour is exceptional as staff are confident, well-supported by management and school staff, and are highly skilled in managing any challenges. Staff consistently promote children's positive behaviour through praising their achievements and sharing positive behaviour with other children. Consequently, children feel greatly valued. Children are well motivated and occupied in fulfilling and meaningful activities that consequently promote their successful achievements. Stimulating challenge is consistently provided that ensure the activities are interesting and fully engage children's attention and commitment to their own learning.

Parents' involvement in their child's care and education is highly valued by the setting consequently children's care is carefully nurtured. Continuity of care for the children is earnestly encouraged as parents are encouraged to come and help or stay with their child at any time. Children flourish since parents are clearly comfortable when they visit the setting; they have relaxed conversations with staff who place high value on their contribution to their children's care.

The partnership with parents and carers for funded children is outstanding.

Children thrive as a result of the first-class relationship that has developed between staff and parents as there are innovative means of providing parents with first-class information regarding their children's progress. These include meticulous assessments, parents notice board, regular conversations between the staff and parents and newsletters. Staff are highly skilled in promoting a rewarding working partnership between themselves and parents which thoroughly promotes children's development. Staff have a detailed knowledge of the families they work with and successfully use this knowledge to promote children's learning opportunities and to successfully support parents in the education of their child. Parents knowledge of their children is highly valued, they are therefore included in all of the assessment processes so that children's individual stages of development are thoroughly understood.

Parents have detailed information regarding their children's progress as a result of meticulous assessments, parent's evenings, individual reviews and regular newsletters. Parents are heavily involved in the pre-admission assessments as their knowledge of their own children is highly valued. Children's learning is ongoing and purposeful as activities are encouraged that can continue in the child's home environment. Parents have developed a proactive and thorough trust in the staff. Consequently, children enjoy a fruitful learning environment as parents place

thorough trust in the staff, this results in parents working actively alongside staff promoting consistent opportunities for the children.

Children's skills are unmistakably enhanced as a result of the well-developed skills of staff who provide very effective communication with all parents. Staff thoroughly understand the demands placed upon parents and provide an effective working partnership that achieves optimum learning opportunities for their child.

## **Organisation**

The organisation is outstanding.

Children enjoy exceptional protection at all times as staff members are police cleared and students are closely monitored. Children are well-protected as there is a first-rate induction for staff. Staff are well supported in their role through an adaptable and thorough management system that ensures staff provide children with an excellent quality of care. Children's learning is actively promoted as the staffing ratio is very high and the exceptionally generous staffing ratio comprehensively meets the needs of all the children. Staff delegation is expertly managed providing children with high levels of support. Immense value is placed on the resourcefulness of staff providing children with first-rate learning opportunities.

Children's learning is greatly encouraged since the staff demonstrate high levels of commitment towards the children. Staff have furthered their knowledge by attending a great variety of additional training. The exceptional organisation promotes children's understanding of time as they are advised that during the session they have a certain time available to complete their activities. Children respond favourably by clearing away activities which promotes their sense of responsibility.

The robust documentation is regularly reviewed and provides very effective protection for children. For example, all of the documentation for children is regularly updated and all record-keeping is meticulously maintained and well presented. Children enjoy a strong sense of security as a result of the positive organisation and well-managed routines that provide children with familiar aspects of play and challenge that actively promotes their learning. The highly effective management structure ensures the resources and equipment provide children with a wide variety of learning experiences. For example, pre-school and school staff organise work collectively to provide high-quality resources that ensure that children are provided with fruitful learning opportunities.

Children learn quickly as a result of the high professional status of the staff. All staff are professionally qualified and have attended additional training that promotes their confidence. Consequently, staff successfully provide children with expert support. Children's learning is enhanced as staff have many opportunities to access training within the setting. The management structure place immense value on the contribution that the pre-school make to the community. Consequently, they ensure that the resources are extensive and unreservedly meet the needs of all the children. Staff are given a generous time allocation to consolidate new knowledge, to observe children and make assessments. Consequently, all staff have an adept understanding of the assessment and planning system. This consequently, is used to

greatly benefit children and provide challenge that provides high encouragement for their learning.

The leadership and management is outstanding.

The timing of the sessions are subject to the careful consideration of children's individual needs. Children make exceptional progress as a result of the cohesive and professional staff team. Staff have exceptional support from the wider organisation and therefore are encouraged to develop and extend their skills to provide greater learning opportunities for the children. Superior organisation and management ensures that children have successful learning opportunities since a vast array of equipment is shared between the school nursery and pre-school.

Higher levels of motivation ensure that staff evaluate the use of all equipment. Consequently, they are selective in their choice of equipment that is made available for the children only using equipment that promotes stimulating opportunities. The very effective organisation ensures that staff provide tremendous support for each other and contribute greatly towards each other's development. For example, they observe and assess each other's teaching methods advising each other which activities are successful and which activities need improvement. Consequently, children's development is highly encouraged by the constant reviewing process that actively promotes self-assessment. Time and resources are well-organised and staff provide on-going opportunities for children's consistent participation in meaningful activities. The provision meets the needs of the range of children for whom it provides.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet national standards. The provider is required to keep a record of complaints made by parents which they can see a request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the premises are suitable for their purpose by providing adequate nappy changing facilities.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)