

# Birchfield Pre-School Academy

Inspection report for early years provision

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**Unique reference number** EY332142  
**Inspection date** 14/01/2009  
**Inspector** Edgar Hastings

**Setting address** School Community House, 27 Trinity Road, BIRMINGHAM,  
B6 6AJ  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

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. There is disabled access to the building, but not yet inside the building although funding has been approved. All children have access to a safe and secure outdoor play area. Children attend from the surrounding areas. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

A maximum of 28 children aged two to five years may attend at anyone time. There are currently 54 children from three years to four years on roll. This includes 48 funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities. 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 to 12:00 and from 13:00 to 15:20.

Eight part-time staff work with the children. All of the staff have early years qualifications to Level 3. The setting receives teacher support from the school's foundation faculty leader and enjoys a strong partnership with Birchfield Community School, Handsworth Association of Schools, Aston Pride – New Deal for Communities, and Adult Education.

## Overall effectiveness of the early years provision

The setting recognises the uniqueness of each individual and is highly effective in including all children equally and in ensuring all children make good progress in all areas of learning. The procedures for monitoring and assessing children's progress in learning are exemplary, and clearly identify the next steps they need to take in their learning journeys. Strong partnership with parents, the school and with other agencies are very successful in sustaining children's learning and ensure welfare needs are met well. The setting has an outstanding capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide internal ramp to ensure full access is available to any future children with mobility difficulties

## **The leadership and management of the early years provision**

The setting managers provide a stimulating and very well-run learning environment that ensures all children's needs are met. A warm welcoming atmosphere has been created to make children feel comfortable and secure in this pre-school nursery. As many of the children come from homes where English is not the first language the skilful use of several other Asian languages enables children to benefit straight away from learning experiences. The staff work well as a team, and good systems of communication ensure that all children have their needs met effectively.

There have been several important improvements made since the last inspection indicating that the managers evaluate the quality of provision well. The more formal use of a self-evaluation tool continues to be improved. A strong partnership with parents has been developed through daily contact and some workshop activities to help parents feel much more confident in supporting their children's learning at home. This is enabling parents to contribute well to the children's good learning and development. There are also good links with other agencies from within the local community who provide regular and beneficial support for children who may have learning difficulties and/or disabilities. Links with the school are particularly strong as they provide a wide variety of valuable additional experiences and opportunities that aid children's development. Links with the school also ensure that transition is a comfortable and seamless experience at the time of transfer for these young children.

All aspects of children's welfare are dealt with effectively to ensure they are safeguarded from any risks. Vetting procedures are extremely robust to ensure that only the most suitable and well-trained applicants are appointed. All welfare policies and procedures are in place and detailed records are kept in accordance with requirements. In addition, the premises are equipped with closed circuit television cameras, and there is close monitoring and vetting of visitors ensuring the nursery provides a safe and secure environment for children.

At present the sand and water area is not accessible to children with mobility difficulties.

## **The quality and standards of the early years provision**

The provision for developing children's learning is of high quality. A good balance between adult-led group work and activities chosen by the children themselves ensures that children are stimulated by the range of resources and activities provided, and consequently become confident, motivated learners. Children form good relationships with their peers and with the staff who are skilled in involving children in purposeful activities. All adults know their children well and carefully use every opportunity to reinforce learning in an enjoyable way. The staff are particularly skilled in the use of dual language to aid children's learning. As the majority of children come from homes where English is not their first language, this contributes to the good progress children make. This was seen to good effect at story time where the story of 'Brown Bear' was read in English and Bengali.

Throughout this activity children were absorbed in the story. Some joined in with reading text in English, but it was clear that all children followed the story with some comprehension and enjoyment and showed good levels of concentration.

Stories are also used well to aid children's learning of animal names, sounds and colours. Adults consolidated children's learning at every opportunity. This was evident throughout the session as children learned in groups or by themselves, for example when choosing learning activities for themselves and during snack time. These approaches enable adults to make learning enjoyable. As a result, the children respond very positively and make good progress.

The provision for outdoor play and physical activity is an outstanding feature and it is located in a very secure area. High-quality playground equipment provides opportunities to climb, slide, ride and run around, using the good quality markings for games and play. The staff use playground hopscotch numbers to reinforce the children's number recognition and counting skills effectively. Staff join in with the children who are learning to play and catch a ball and help them to do so happily and successfully. Good hygiene practice, healthy snacks and road safety talks help the children to learn well about how to keep safe and healthy. By the time they leave, children are well prepared for the next stage of their learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.