

Birchfield Pre-School Academy

School Community House, 27 Trinity Road, BIRMINGHAM, B6 6AJ



Inspection date	13 January 2016
Previous inspection date	14 January 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Partnerships with parents are exceptional. Staff support parents exceedingly well, ensuring they understand how to continue with their children's learning activities. Staff frequently provide guidance on dietary and health matters. Children's good health is given a high priority and that there is consistency between the setting and home.
- Parents comment that their children flourish in the setting because staff are sensitive to their needs and have a passion to see them succeed. They praise staff immensely for their ability to integrate all children into the inclusive environment.
- Leaders and managers meticulously monitor all aspects of children's learning. They consistently track the achievements of various groups of children. They are forward thinking and make very early assessments of children's development to ensure intervention is swiftly in place to close gaps.
- The committed staff team is extremely competent at promoting children's language skills. This ensures that all children, most of whom speak English as an additional language, make at least good and in some instances, remarkable progress from their starting points.
- Children are nurtured in an exemplary manner. This helps them to develop very strong bonds with key persons who promote their emotional well-being superbly. The resulting sense of belonging enables children to develop a keen disposition to learning, so they remain focussed during play, test their abilities and make discoveries.
- Wide-ranging partnerships with other professionals and agencies are well established. Leaders and managers build commendable relationships and ensure children get the support they need to promote their welfare, learning and care comprehensively.

What the setting needs to do to improve further

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

- extend the high-quality interactions to give children even more opportunities to find solutions during play and learning activities.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed teaching and learning activities indoors and outside. The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and reviewed the setting's self-evaluation form.
- The inspector held meetings with the provider, senior managers from the school and the pre-school manager.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Leaders and managers have extremely high expectations of staff and children. They lead by example and are actively involved in all aspects of the running of the pre-school. Staff receive immense support to reflect on the quality of their work through the supervision arrangements. Proactive managers from the school provide inspirational guidance. This helps staff to improve their performance and to ensure children's learning is promoted to high levels. The recommendations from the last inspection are effectively addressed and managers monitor all aspects of the provision robustly. All staff undertake regular training, including safeguarding, to ensure children's welfare is promoted considerably.

Quality of teaching, learning and assessment is outstanding

Well-qualified staff promote children's learning imaginatively. There is a very strong emphasis on developing children's confidence through lots of interactions. Staff skilfully ask questions to stimulate children's thinking skills and they listen attentively to responses. Children with highly developed speaking skills explain their ideas very clearly. Occasionally, staff do not extend the opportunities for children to explain how they can solve problems. They follow children's leads consistently to plan for individual and group learning by using information gained from observations. Children have many opportunities to develop their skills in using information and communication technology which enhance their development in literacy and early numeracy. Experienced staff understand how to provide interesting activities that promote children's development across all areas of learning. Children follow instructions well and observe what happens as they pour water down apparatus. Staff provide optimal levels of challenge as they encourage all children, including younger ones, to use positional language confidently.

Personal development, behaviour and welfare are outstanding

Children are greeted warmly on arrival and staff help them to settle quickly. Children have immense fun as they try out interesting toys, including those that help them to learn about cultures beyond their communities. Children are very confident in their interactions with staff and they form good friendships with others. Parents are happy to leave their child in a setting that is safe and where their self-awareness is superbly promoted. Many examples of children's photographs and work are displayed in the highly inviting, welcoming environment which is vibrant with colour. Children witness the professional, respectful interactions between staff and parents. This helps them to feel extremely secure and their behaviour is exemplary. They develop high levels of self-skills. For example, they freely choose resources and creatively develop their own play activities.

Outcomes for children are outstanding

Children make remarkable progress from their starting points. They have highly developed skills and are extremely well prepared for their future learning.

Setting details

Unique reference number	EY332142
Local authority	Birmingham
Inspection number	1033012
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	27
Number of children on roll	37
Name of provider	Moira Karen Foster-Brown
Date of previous inspection	14 January 2009
Telephone number	0121 464 5661

Birchfield Pre-School Academy was registered in 2006. The pre-school employs six members of childcare staff. All hold appropriate early years qualifications at level 3 or 5. The pre-school opens from Monday to Friday, term time. Sessions are from 8.50am until 11.50am and from 12.25pm until 3.25pm. The pre-school provides funded early education for two-, three-, and four-year-old children. It supports children who speak English as an additional language. The pre-school has close links with Birchfield Community School.

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