

Boley Park Pre-School

Boley Park Community Hall, 7 Ryknild Street, Lichfield, Staffordshire, WS14 9XU



Inspection date

26 June 2017

Previous inspection date

30 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Management and staff have worked very hard since the time of the last inspection to bring about improvements. For example, staff now have regular team and one-to-one meetings to discuss assessment of children's progress, observe each other's practice, their training needs and any concerns. They work effectively as a team to promote children's learning and care. Outcomes for children are good.
- Staff now make sure that they complete progress checks for all children between the ages of two and three years. These checks now include a written summary of the child's development across the prime areas of learning and is shared with parents.
- Partnerships with other providers and schools are positive and help to ensure consistency and continuity in children's learning. This also helps to make sure that transitions between settings are smooth for all children.
- Staff are warm and caring with children and make sure they know the rules. This helps to foster children's emotional attachments, to build friendships and promote their good behaviour.

It is not yet outstanding because:

- Staff do not always provide enough opportunities for children to access the outdoors.
- Staff are not successful at times in gaining information from parents about their child's previous learning from the outset, so that they can concisely identify children's starting points to the highest level.

What the setting needs to do to improve further

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

- develop further the opportunities for children who prefer to learn outside to access these areas more freely
- encourage parents to share information about what their children already know and can do, and use this to help plan for their development right from the start.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management makes sure that staff keep their child protection knowledge up to date, such as through training and discussions during their team meetings. All staff know to report any concerns to help keep children safe. For example, staff check all indoor and outdoor areas before children arrive for the session, to minimise any hazards and to make sure they keep children safe and well. Management includes staff, parents and children in the self-evaluation process. This helps to identify targets that will benefit all children. Staff effectively promote parents' confidence in guiding their child's learning and development at home.

Quality of teaching, learning and assessment is good

Staff encourage older children to explore mathematical concepts of size and weight. For example, children confidently use scales to identify that the pineapple is heavier than the aubergine, and examine the grapefruit to see if it is smaller or bigger than the orange. Staff use a range of questioning techniques to help children think and solve problems. Younger children collect real fruit and vegetables in their shopping baskets and pay at the till during role play. Staff play alongside children as they take on different roles as shopkeeper and customer, and use running commentary to extend children's growing vocabulary. Staff provide a range of interesting activities for children. For instance, children become excited and highly engaged as they learn about Morris dancing. The manager shares her skills in morris dancing with the children, encouraging them to bang their sticks and move about in different ways to the music. All children enjoy visits to places of interest. For example, they enjoy seeing and talking about the animals on their outings to the local farm, to help them to learn about the world around them.

Personal development, behaviour and welfare are good

Staff supervise children closely and encourage children as they take manageable risks during outdoor play. For example, children use equipment to balance and climb, and ride around obstacles on their tricycles while laughing and giggling with their friends. Children grow in confidence and are becoming increasingly independent as they develop a can-do attitude to their learning. Staff provide children with a range of healthy snacks. For instance, they talk about and eat different fruits from around the world and they plant, grow and harvest their own strawberries. They develop an effective awareness of a healthy diet and lifestyle.

Outcomes for children are good

Children develop their interest in the natural world. For example, they look on in awe at the tadpoles as they grow over time and become frogs. They become highly excited as they observe chrysalises change into butterflies. Children develop empathy for living things as they release them back into their natural habitats. They learn early writing skills as they draw pictures about their experiences. Children's interest in books is fostered well as they listen intently and join in with stories. They are effectively developing a wide range of skills needed for the next phase in their learning, including their move on to school.

Setting details

Unique reference number	218099
Local authority	Staffordshire
Inspection number	1079751
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	35
Name of registered person	Boley Park Pre-School Committee
Registered person unique reference number	RP909049
Date of previous inspection	30 November 2016
Telephone number	07925 035804

Boley Park Pre-School registered in 1993. The pre-school employs six members of childcare staff, including the manager. Of these, the manager has a BA Honours Degree in Early Childhood Studies, one staff member has achieved qualified teacher status, one has qualified teacher learning and skills status as well as a qualification at level 4, one holds a qualification at level 3 and two hold qualifications at level 2. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.30am to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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