

St Albans Pre School

St. Albans Community Centre, St. Albans Road, SMETHWICK, West Midlands, B67 7NL



Inspection date	9 October 2017
Previous inspection date	28 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Strong leadership and effective self-evaluation have enabled the setting to maintain its good-quality service since the last inspection. The manager has a clear vision for the future and works with staff and parents to identify areas of the provision to further improve. For example, she has plans to enhance procedures when children first start.
- The manager and staff monitor and track children's progress closely, identifying and targeting any gaps in development quickly. For instance, recent monitoring identified the need to enhance support for children's early literacy development.
- Children benefit from a wide range of exciting activities that supports their physical development well. Children eagerly explore climbing equipment, negotiate obstacles and move larger equipment, such as tyres.
- An effective key-person system helps children to develop close bonds with friendly staff. They are happy, secure and ready to learn. Children new to the setting settle quickly.
- Children make good progress from their starting points and are motivated to play and explore. They are well prepared for their future learning.

It is not yet outstanding because:

- At times, staff follow routines too strictly and do not identify when to adapt these to support children's interests fully.
- Staff provide a limited range of activities to support children's learning outdoors.

What the setting needs to do to improve further

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

- recognise when to adapt routines and activities to support children's interests and individual requirements more fully, to help them make the best possible progress
- develop further the planning for the use of the outdoor provision and provide a wider range of learning experiences, to help children who learn best outdoors make even better progress.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of how to keep children safe and the process to follow should they need to report any child protection concerns. The manager and staff ensure children play in a safe and secure environment. They update risk assessments regularly. Staff are aware of potential risks to children as they play and explore, and take steps to minimise these. The manager follows safe recruitment procedures, such as checking references and carrying out suitability checks. A thorough induction programme is in place for new staff and volunteers. Children are supervised by well-qualified staff at all times. Staff and volunteers have regular meetings with the manager, to identify aspects of their practice to develop further, and access relevant training courses. For example, recent training has helped staff to use observations of children's learning more effectively. Partnerships with parents and other providers are strong and provide continuity in children's learning and development.

Quality of teaching, learning and assessment is good

Staff are skilled in helping children's communication and language development. For example, they help children expand their vocabulary, use descriptive language and encourage children to use their home languages as they play. Children listen attentively, follow instructions and join in with action songs and rhymes. Staff support children's mathematical understanding successfully. Children learn to count, create patterns and use mathematical language, such as with money. They learn about seasonal changes and explore the natural materials readily available during autumn.

Personal development, behaviour and welfare are good

Staff give children lots of encouragement and value their ideas. They provide children with good opportunities to make choices and involve them in decisions. For example, children voted to decide on the names for the new pre-school pets. Staff support children's social skills effectively. For instance, they plan activities that help children develop friendships and learn more about each other. Children's good health is promoted well. They learn about good hygiene practices and healthy food and drink choices.

Outcomes for children are good

Children use their imaginations as they play and make links with their experiences. For instance, they pretend to cook pizza and serve this to their friends in the role-play area. They focus well on tasks that interest them and persevere as they solve problems, such as when learning to thread shapes. Children enjoy practising their literacy skills, including mark making and sharing books. They learn to respect their similarities and differences and celebrate a range of festivals and cultural events. Children become independent and learn to manage their own needs, such as dressing in their outdoor clothes.

Setting details

Unique reference number	EY398937
Local authority	Sandwell
Inspection number	1102213
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	51
Name of registered person	St Albans Community Association
Registered person unique reference number	RP529239
Date of previous inspection	28 April 2014
Telephone number	0121 5580018

St Albans Pre School registered in 1991. It opens Monday to Friday from 9am to midday and 12.30pm to 3.30pm, during term time only. The setting employs six staff. Of these, one holds early years professional status and four are qualified to level 3. The setting receives funding to provide free early education to children aged two, three and four years.

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