

# Inspection of Birchwood Pre-school and After School Club

Birchwood Primary School Polesworth, Birchwood Avenue, Dordon, TAMWORTH,  
Staffordshire B78 1QU

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Inspection date: 28 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the pre-school happy and excited. They leave their parents confidently and ready to start their day. Staff greet children with a warm and nurturing welcome, which helps them to settle quickly into their play. Children have strong bonds with staff, who provide comfort and reassurance and help them feel to safe and secure. Leaders have a good understanding of the affects of the COVID-19 pandemic. They have identified that children's behaviour, communication and language have been impacted. Staff support children to develop these skills and ensure that children are fully prepared for their next stage of development, including starting school. Staff have high expectations of all children and provide a well-organised curriculum based on the children's interests. Children have positive attitudes to learning and show motivation and interest in the broad range of activities and resources on offer.

Children are curious and communicate well with staff. Staff react spontaneously to the children's interests as they create a habitat for bees. Children explain imaginatively how each part of the wooden blocks are used inside a beehive. Staff listen and respond to children as they make a place for bees to sleep and store their honey. These opportunities help children to retain knowledge and build on their learning. Children behave extremely well and understand the expectations of pre-school, which are role modelled effectively by staff. They inform visitors of what to expect when they play outdoors. Children explain why they need to wear coloured bands before they go outside.

### **What does the early years setting do well and what does it need to do better?**

- Leaders have a clear vision for the curriculum in the pre-school, and staff implement this through enriching children's learning. Staff obtain information about children through observations and assessments. They use what they find to plan a range of purposeful activities that support their child-led curriculum. Children make good progress.
- The manager is well informed about the children who attend the pre-school. They provide help for families at a disadvantage. For example, children are provided with home learning resources, and leaders adapt pre-school sessions to help those experiencing hardship.
- Staff communicate effectively to help extend children's learning and enhance their vocabulary. For example, staff teach mathematics using number games to make number soup. Children roll dice and count the dots to select the appropriate number of counters to add to the number soup.
- Staff know and understand children well. They place a high priority on supporting children with special educational needs and/or disabilities (SEND) effectively. Staff are proactive and identify emerging developmental concerns.

They swiftly put plans in place to work in partnership with other agencies. However, staff do not consistently support children who speak English as an additional language to use their home language in their play at pre-school.

- Children's health and well-being are supported effectively. Staff ensure that children have access to fresh air and daily exercise to help them develop physically. Children show high levels of independence and self-care skills. They serve themselves at the snack café and wash their plates when they have finished their snacks. Parents provide children with a packed lunch. Staff work with parents to ensure that contents of the lunchboxes are healthy and nutritious. Children's dietary requirements are managed safely.
- Partnerships with parents are good. Parents comment on the friendly staff team and the 'family feel' they have created to help make children feel secure. They report that staff help children with SEND extremely well and talk with parents about children's development regularly. However, some parents do not receive enough information about what their children are doing and learning at pre-school.
- The manager and staff have strong links with the local school and childminders. They work collaboratively and exchange information to promote consistency of care across settings and to support children to transition smoothly.
- Staff are committed to their professional development. Leaders evaluate and reflect on staff practice and ensure this is monitored. Staff undertake appropriate training and attend supervisions to help them improve practice and maintain overall effectiveness.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have good knowledge of safeguarding and understand the signs and symptoms of abuse. They understand their responsibilities to keep children safe and attend training and hold regular discussions to keep up to date with local procedures. Staff understand the procedures to follow in the event of a concern or if an allegation is made against adults working with children. They carry out risk assessments, review accidents and monitor attendance regularly. The manager has robust recruitment systems to ensure that staff are suitable to work with children. Staff are deployed well to maintain good supervision.

## **What does the setting need to do to improve?**

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

- make the most of all opportunities to better promote the different languages of children who attend
- strengthen systems for communicating with parents.

## Setting details

<b>Unique reference number</b>	200516
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10264931
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	72
<b>Number of children on roll</b>	175
<b>Name of registered person</b>	Davis, Claire
<b>Registered person unique reference number</b>	RP512107
<b>Telephone number</b>	01827893331 & 01827 895 813
<b>Date of previous inspection</b>	30 June 2017

## Information about this early years setting

Birchwood Pre-school and After School Club registered in 1996. The pre-school operates during term time only, from 7.45am to 5.45pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children. There are 16 members of staff who work directly with the children. Of these, one holds an early years qualification at level 6, two at level 5, 10 at level 3, two at level 2 and two staff are unqualified.

## Information about this inspection

### Inspector

Maryanne Hepburn-Bean

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector had a tour of the premises. The manager discussed the organisation of the pre-school and curriculum provided.
- The inspector observed the quality of teaching throughout the inspection. Joint evaluations of the quality of teaching took place between the manager and the inspector.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector spoke to children and parents at appropriate times and took account of their views.
- A meeting was held with leaders to discuss leadership and management arrangements.
- The inspector looked at relevant documentation and checked the evidence regarding the suitability of staff working in the pre-school.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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