

Inspection of Junipers Pre-school

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

Inspection date: 18 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this nurturing and caring pre-school. They separate confidently from parents and enter the pre-school happily. Staff have high expectations for children's behaviour, which means that their behaviour is good. Children develop good social skills. Staff support them to take turns, use good manners and join in with small-group activities. Children benefit from a range of regular, planned trips. For example, they enjoy weekly visits to the local library and trips to the farm. Children have a range of opportunities to develop their physical skills. For example, they laugh as they climb and jump in the soft-play room and balance on the outside equipment. Children enjoy additional opportunities, such as football and martial arts sessions, which further builds on their physical development.

Children develop their communication skills well. Staff ask children questions and talk to them about what they are learning. Children listen to stories and sing songs, which supports them to learn new words. Staff further support communication skills by providing books for children to share with their parents at home. Children and families who speak English as an additional language are supported by staff members who share their cultural heritage. This means that all children make good progress with their speaking skills.

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

- Staff work with parents through a rigorous process to find out what children know and can do when they first start to attend the pre-school. Once children are settled, staff undertake regular assessments to ensure children make good progress from their starting points. They use these assessments to plan for children's next steps in learning. As a result, older children learn the skills needed for school. They are taught simple phonics sounds in preparation for starting Reception Year.
- Staff plan an ambitious curriculum, which is based on children's interests. They are efficient at adapting the curriculum and environment to meet children's needs. However, at times, the structure and length of activities means that some children become slightly disengaged. This means that, on occasion, not all children are engaged as well as they could be in purposeful learning.
- British values are a top priority in the setting. Children are taught that everyone is unique and are encouraged to celebrate this. Children are taught well about similarities and differences. They learn about a range of cultures and family units. Children are taught to use good manners and be respectful.
- Staff place a strong focus on children's social and emotional well-being. This is promoted exceptionally well in the pre-school. Children are taught to recognise and regulate their emotions with the support of staff.

- There is a strong emphasis on parent partnerships within the pre-school. Parents are regularly invited into the setting to participate in workshops with their children. Parents speak extremely highly of the setting. They say their children look forward to attending pre-school and regularly learn new skills and vocabulary. Parents say they receive excellent communication from pre-school. They know who their children's key person is and what their children's next steps for learning are. Parents say staff provide families with excellent support, particularly during difficult times.
- The manager is highly reflective and places an emphasis on self-evaluation of the pre-school. However, not all staff have had the chance to take part in professional development opportunities that are tailored to their needs, to provide them with the chance to enhance their good knowledge and practice even further.
- Partnership working and support for children with special educational needs and/or disabilities (SEND) are excellent. The manager and staff work closely with external agencies to ensure that children with SEND receive the support they require. The special educational needs coordinator is knowledgeable about how and when to make referrals to external agencies and uses the advice from these agencies to plan for children's learning.
- The manager considers how to spend additional funding to support children's well-being and development. Additional funding is used to enhance children's opportunities and experiences.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete regular safeguarding training and have regular discussions during meetings to ensure their knowledge is up to date. The manager and staff fully understand their roles and responsibilities to safeguard children. They know signs and symptoms that are potential indicators of abuse. Staff know the procedures to follow should they have concerns about the welfare of a child or the conduct of a colleague. Staff undertake regular checks to ensure the premises are safe and secure for children. The manager follows robust recruitment procedures in order to ensure the suitability of staff working with children.

What does the setting need to do to improve?

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

- consider the organisation of activities, ensuring that all children maintain the highest levels of engagement in their learning
- build on opportunities for all staff to enhance their professional development, to further support them to deliver the highest quality level of education.

Setting details

Unique reference number	EY398937
Local authority	Sandwell
Inspection number	10285513
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	50
Name of registered person	St Albans Community Association
Registered person unique reference number	RP529239
Telephone number	0121 5580018
Date of previous inspection	9 October 2017

Information about this early years setting

Juniper's Pre-school registered in 2010. It opens Monday to Friday, from 9am to midday and 12.30pm to 3.30pm, during term time only. The setting employs nine staff. Of these, one holds early years professional status and seven are qualified to level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Reason

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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk and discussed the pre-school's curriculum and what they want their children to learn.
- The inspector held discussions with the manager of the pre-school to discuss how the setting is organised. The inspector looked at relevant documentation, including the suitability of staff working in the pre-school.
- The manager and inspector carried out a joint evaluation of an activity. The inspector observed the quality of teaching throughout the inspection and discussed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views of the setting.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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