

Inspection of Mirfield Pre-School After School Club

St Richards Vicarage, Hallmoor Road, Birmingham B33 9QY

Inspection date:

26 March 2025 - 15 April 2025

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Poor safeguarding practice compromises the safety and welfare of children. Leaders, including those who take the lead for safeguarding, do not implement effective safeguarding practice to keep children safe.

Staff use songs and stories skilfully to promote children's language. For example, young children are encouraged to join in with repeated phrases from familiar stories. Children excitedly repeat, 'run, run, as fast as you can,' as the gingerbread man runs away. Older children engage in purposeful conversations with staff, recalling events from stories they have shared. They discuss their thoughts and ideas with their friends, building self-esteem and confidence as staff praise their efforts and ideas.

Children enjoy opportunities to run around and play in the fresh air. They excitedly engage in a range of activities planned for them to build important physical skills. For example, staff model for children how to balance and navigate their way across stepping stones. Children persevere and delight as they successfully make their way across wooden logs. Staff support children to practise their counting skills and understanding of mathematical concepts. For example, young children fill buckets with sand and are encouraged to count the number of scoops it takes to fill the empty bucket. Children enjoy opportunities to be creative and expressive. For example, they make choices about the materials they use when making Mother's Day cards and pictures. Children build problem-solving skills as staff encourage them to find ways to attach decorations to their pictures. They proudly display their finished artwork to staff and their friends.

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

- Leaders do not have sufficient knowledge and understanding about safeguarding to keep children safe. This includes staff who hold the overall responsibility for safeguarding in the nursery. They do not follow the correct procedures when allegations are made against staff. Although a safeguarding policy is in place, leaders fail to implement this when concerns arise.
- Staff plan a curriculum that is play based and reflects the developing needs and interests of children. They gather important information from parents about what their children already know and can do when they first start, to help identify starting points for their learning. They then undertake observations and assessment of children's learning to track their progress, identifying what it is children need to learn next. Children make good progress as a result.
- Leaders understand when and how to seek the advice of other professionals to further support the learning and development of children with special educational needs and/or disabilities within the nursery. Leaders access training

that helps them to develop their knowledge and skills in this area. For example, with the implementation of a tool kit that helps them to assess children's language and communication skills, they identify how they can support this area of their development further.

- Staff plan a range of fun activities that children enjoy and which reflect different areas of their learning. For example, children develop fine motor skills as they mix and roll dough to make shortbread biscuits for Mother's Day gifts. Younger children learn to recognise and name different colours as they enjoy fishing for purple objects in water. Children have fun as they learn, and develop their concentration as they play.
- Children develop independence. For example, they put on their own coats, and help to lay the tables at lunchtime. Children behave well. They play with their friends, sharing and taking turns. Children respectfully follow the rules and instructions given to them by staff. For example, they help to tidy away their toys and resources when they have finished playing.
- Parents explain that they receive regular information about the progress made by their children in this nursery. They appreciate the book bags and lending library provided by the nursery for their children. They comment that this helps children to prepare well for starting school.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure staff and leaders have a secure knowledge and understanding of safeguarding, including how to respond effectively when allegations are made	02/05/2025
ensure that leaders follow the correct procedures for safeguarding, with particular regard to when allegations are made against staff	02/05/2025

implement a safe and effective safeguarding policy to help keep children safe from harm.	02/05/2025
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Setting details

Unique reference number	EY483595
Local authority	Birmingham
Inspection number	10375891
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	40
Number of children on roll	57
Name of registered person	Gail Hunt and Claire Cookson Partnership
Registered person unique reference number	RP910633
Telephone number	0121 785 0852 07970 064 994
Date of previous inspection	8 May 2019

Information about this early years setting

Mirfield Pre-School After School Club registered in 2014. The setting employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, one at level 4, six at level 3 and two at level 2. The pre-school operates from 8.30am to 6pm, Monday to Friday, during term time. The after-school club operates from 3.30pm to 6pm during term time. The setting also offers a holiday playscheme, which operates from 8.30am to 6pm, Monday to Friday, during the Easter and summer holidays. The setting provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

Information about this inspection

Inspectors

Sue Bradford
Trisha Turney

Inspection activities

- The inspection started on 26 March 2025. Inspectors carried out a regulatory telephone call on 15 April 2025 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The inspector completed a learning walk with the managers and talked about the curriculum and what it was they wanted children to learn.
- The inspector observed the quality of teaching and learning during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of teaching and learning with the manager.
- The inspectors reviewed relevant documentation.
- The inspector spoke to parents to gain their views of the nursery.
- The inspector spoke to staff and children at appropriate times throughout the day.

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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