

Inspection of Mirfield Pre-School After School Club

St Richards Vicarage, Hallmoor Road, Birmingham B33 9QY

Inspection date: 23 September 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this inviting nursery. Staff plan tailored settling-in sessions for children that meet their individual needs. They gather valuable information from parents before children start to help them understand children's interests and likes. They use this information to form bonds and build relationships with children and families. Staff are nurturing and kind in their approach towards children. They offer cuddles and reassurance if children need it. As a result, children demonstrate they feel happy, safe and secure in their care.

Staff encourage children to use their imagination and be creative. Work displayed around the nursery is clearly that of the children. Staff create cosy and calm areas for rest and sleeping. Staff are good role models. They show a genuine interest in children's thoughts and ideas. Staff manage children's behaviour effectively. They support children to take turns and resolve minor conflicts with their peers. Staff gently implement rules and boundaries. As a result, children demonstrate an eagerness to learn and can follow instructions and the routines of the day. They show respect towards others and are being prepared well for their next stage in education.

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

- Leaders reflect on practice and have taken effective action since the last inspection. There are robust procedures in place for managing allegations against staff. All staff have secure knowledge of safeguarding matters and what action they should take in the event of any concerns.
- Leaders develop a rich and varied curriculum that builds on what children already know and can do. They closely consider their specific cohorts of children. Leaders understand the diverse community they serve. Staff assess and plan for each child's needs. However, sometimes what they plan is either too difficult or not challenging enough. Staff do not adapt their teaching to the needs of the children. As a result, some children lose interest in activities and move away. This does not maximise their learning time.
- There is a strong focus on supporting children's developing communication and language. Leaders recognise this is a priority. Staff use different tones of voice effectively to add interest to stories and songs they sing. However, sometimes staff repeat questions in quick succession. Therefore, children do not have the time they need to think and respond. This affects how easily they can link their knowledge and share their ideas.
- Staff are very happy in their roles, and they feel well supported by leaders. They say their well-being is a priority. There is an experienced and long-standing staff team that works well together. There is a strong feeling of mutual respect. This results in a motivated and enthusiastic staff team that is a good role model to

children.

- Parents speak very positively of the nursery and the support they receive. Their children say they love coming to nursery. Parents say they are always greeted with a warm welcome as they arrive for the day. They feel communication is a key strength, and they are regularly updated with their child's progress. Parents appreciate initiatives such as the lending library and the ideas they receive to continue learning at home. As a result, strong and respectful relationships are built between home and nursery.
- Support for children with special educational needs and/or disabilities is strong. Staff regularly assess children's progress and share any concerns with parents or other professionals. There are effective key-person systems in place. Staff are attentive to the needs of all children. They recognise when they are tired, hungry or need support with personal care needs. As a result, children get the early and ongoing support they might need.
- Staff encourage all children to be independent. They support children to try tasks for themselves, such as serving their food at lunchtime, putting on their own coats, pouring their own drinks and tucking in their chairs as they get up from the table. Children are learning to listen and follow instructions. This is preparing them well with important skills they need in the future.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- use knowledge from children's assessments to plan and implement activities that are adapted and suitable for their level of understanding
- enhance interactions between staff and children so that children are given enough time to think and respond to questions.

Setting details

Unique reference number	EY483595
Local authority	Birmingham
Inspection number	10402086
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	41
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	15 April 2025

Information about this early years setting

Mirfield Pre-School After School Club registered in 2014. The setting employs 10 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 one 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.

Information about this inspection

Inspector
Katie Rudge

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parents shared their views of the setting with the inspector.

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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