

Astwood Bank Pre-School and Nursery

Church Hall, Church Road, Astwood Bank, Redditch, B96 6EH

Inspection date	21/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are confident and enthusiastic learners. They enjoy their time at this welcoming and supportive nursery where practitioners have a good understanding of how children learn. This ensures children make good progress in their learning and development.
- Practitioners have a warm and caring rapport with the children, which helps them form strong attachments. They are knowledgeable about children's individual needs and this promotes their well-being very effectively.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements; risk assessments and safety checks help to minimise risk to children, together with good supervision and vigilant practitioners.

It is not yet outstanding because

- Opportunities for children to further extend their understanding of the world, by using resources to explore and investigate how they work, such as magnifying glasses, magnets and torches, have yet to be fully extended.
- There is scope to improve the organisation of the story time session to ensure the learning and development needs of the younger children in the group are met.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in both playrooms and the outdoor play space.
- The inspector spoke to the provider/manager, practitioners and children throughout the inspection.
- The inspector conducted a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager and discussed the setting's monitoring and evaluation procedures.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability and a range of policies and record keeping procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full report

Information about the setting

Astwood Bank Pre-School and Nursery registered in 1994 and re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned by a private provider and operates from two rooms in a church hall in Astwood Bank, Redditch. The setting has use of an outdoor play space located in the church grounds. It serves the local area and is accessible to all children.

The setting employs eight members of childcare staff. Of these, six hold early years qualifications at level 3 and one holds level 2. The owner/manager holds a degree level qualification and Early Years Professional Status.

The setting is open on Mondays, Tuesdays, Wednesdays and Fridays during school term time. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 52 children on roll who are in the early years age group. The setting provides funded early education for two, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting works in partnership with the local authority.

What the setting needs to do to improve further

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

- build on opportunities to support children further in their explorations of how different objects work by incorporating resources and equipment, such as magnifying glasses, magnets and torches, in their play
- consider the organisation of story time taking into account the needs of the younger children in the group, to ensure their learning and development needs are met.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy attending this welcoming and friendly nursery where practitioners enable them to make good progress in their learning and development. All children take part in a broad range of interesting and challenging experiences based on their interests and individual learning needs. Children are enthusiastic and confident learners who use the environment well to make choices about their play. Practitioners gain details of each child's starting points in their learning through discussions with parents during the admission stage. This, along with the good use of their observations, ensures planning is concise, with a sharp focus on children's individual next steps in learning. Children's

progress is recorded in 'living diaries' which give parents a picture of their child's enjoyment and achievement during their time at the setting. The setting considers partnership working with parents to be vital in supporting children's learning at home. They provide parents with a range of suggestions in their 'top tips' documents, and include parents in the celebration of what their child has achieved. Overall, children's progress is carefully monitored and any gaps in their learning are clearly identified and planned for very effectively.

Practitioners give good consideration to the use of resources, the organisation of routines and the learning environment. This mostly works well with regard to the younger children in the group by providing resources, cosy dens and activities they enjoy. However, the organisation of story time with the older children does not always meet their needs to support their developing communication skills and confidence. Practitioners have a warm and caring approach and they listen with care to what children say. They encourage children's language development well, introduce new vocabulary and ask children open-ended questions as they play to promote their communication skills. Children are encouraged to develop their speaking and listening skills during circle time and 'show and tell' time, and practitioners make sure every child is included. This session provides many good learning opportunities as practitioners talk about new words, such as a 'rustling' sound, and children have a go at describing what they see. They do this very confidently, talking about long tails, bush babies, beaks and butterflies.

Children love to make choices about their play and learning, and take on different roles and characters with their peers in the role play area using their imagination very successfully. Children work in collaboration using their critical thinking skills as they work out how to put the road track together and construct with building bricks. Painting and creative activities are enjoyed by all children and provide good opportunities for the younger children to develop their mark-making abilities. Children rub crayons and pastels over shells and look at the patterns they make, and their artwork is attractively displayed showing their 'zoo animal' paintings linked to a favourite story. Practitioners ask children questions to inspire their curiosity and imagination. For example, during story time children consider why the bear is chasing the butterfly and think about what happens next. Children develop mathematical skills and are encouraged by practitioners to use numbers, counting and shape names as they play. During a focused activity, older children learn about sorting and matching patterns and colours. They concentrate well as they observe and copy a sequence of coloured beads and then enjoy making up their own patterns. Children begin to learn about technology by using some interactive toys. However, there is room to further extend their understanding of the world by using resources to explore and investigate how they work, such as magnifying glasses, magnets and torches. They learn about the needs of others and the world around them through different festivals and celebrations, such as Chinese New Year. All children are active and keen learners and enjoy playing outdoors, running around, throwing and catching balls.

Overall, the quality of teaching and learning is good. Practitioners demonstrate a clear understanding of how to help children achieve well and develop the characteristics of effective early learners. Their engagement with parents in enhancing children's learning at home and within the setting is good. Good attention is given to helping children move onto their next phase in learning, and the setting has successful links with local schools.

Children are supported well to acquire the skills and capacity to develop and learn and be ready for the next stages in their learning.

The contribution of the early years provision to the well-being of children

Children enjoy their time at this very welcoming and supportive setting. They develop close and caring relationships with all practitioners and particularly with their key person. Practitioners work closely with parents during the settling-in sessions, and detailed information is recorded reflecting children's individual needs. All children show a strong sense of belonging. They quickly become familiar with the daily routines, and arrive with confidence and enthusiasm. Children receive good reassurance throughout the session, and cuddles and kind words help them to feel safe and secure. This supports children's social and emotional well-being. Practitioners are kind, attentive and have a warm rapport with the children. Practitioners work at the children's level, sensitively joining in with their play. Excellent attention is given to meeting children's specific care needs, and daily discussions with parents ensure any changes are recorded and implemented. Practitioners give high priority to children's safety and supervise them well. They talk to children about how they can keep themselves safe during their play and explorations.

A good emphasis is placed on promoting children's personal, social and emotional development. Practitioners provide children with very positive role models, speaking to children quietly and respectfully. Children's behaviour is very good. Positive friendships between children are clearly evolving, and this is evident as they play together well. Children are encouraged to think about others, listen to each other at group times, share and take turns. Children are encouraged to be independent while using the bathroom, pour their own drinks and put their coats on to play outside. These skills help children as they make the transition to school.

Inclusive practice is successful as the nursery makes sure all children and families are valued, respected and included. Strategies are in place to support children who speak English as an additional language to ensure they progress well given their starting points. The nursery recognises the importance of working in partnerships with other agencies. They have established links with a range of professionals who provide support and advice for children with special educational needs and/or disabilities. This ensures timely intervention for children to help them achieve well.

Children's specific health and dietary needs and allergies are well documented and understood by the practitioner team. A healthy lifestyle is encouraged and children keep active through frequent opportunities to play outdoors or by taking part in physical play indoors. A weekly visit to a local school engages children in 'forest school' activities to further enhance their learning and development experiences. Children bring a packed lunch from home and some children have a lunchtime meal supplied by an outside caterer. Good attention is given to making children's meals and snacks are healthy and nutritious. Children are developing many skills to effectively support them in their future learning. They use their imagination well, develop independence and are happy and enjoy what they are doing. Their all-round development is fostered successfully to help them confidently embrace their move to school.

The effectiveness of the leadership and management of the early years provision

Leadership and management is good. The provider/manager and well-established practitioner team place a strong focus on reflective practice, evaluation and quality improvement. They demonstrate a strong commitment to ongoing improvement in order to drive forward positive changes to benefit children. There are very thorough arrangements in place to monitor the educational programme and the progress individual children make. Practitioners have a secure understanding of the learning and development requirements and how children learn. They use their knowledge and teaching skills very successfully to ensure observation, assessment and planning are of a good standard. This is particularly evident in planning documents that clearly identify any gaps in children's learning and the well-planned learning activities to support children's individual next steps in their learning. This ensures that all children make good progress in their learning and development.

Safeguarding is given good consideration and practitioners demonstrate confidence in the effectiveness of the procedures regarding allegations of abuse, and reporting child protection concerns. The safeguarding policy is available to parents and clearly explains the setting's role and responsibilities. Clear and effective procedures are in place to ensure the suitability of practitioners who work with the children. Ongoing suitability is discussed and all practitioners are aware of their duty to inform the provider/manager of any issues affecting their role. The arrangements for supervision, appraisals and professional development work well. Practitioners have opportunities to complete training to enhance their professional development. Children's health and safety are assured through the consistent implementation of policies and procedures. This includes risk assessments and daily safety checks. Practitioners are vigilant about arrival and collection procedures, and good security precautions contribute to children's safety. All visitors are required to produce identification before entering the building and sign a visitor book.

Partnerships with external agencies consistently contribute to meeting children's individual needs. Links are established with local schools and other providers to ensure successful transitions for children and continuity in their care and learning. Transition arrangements work very well; progress summaries are prepared by practitioners when children leave the setting and this helps support parents and children when they start school. Partnership with parents is valued and they are provided with a good range of information about how the provision operates. Parents are invited to 'living diary' open weeks during the year to talk about their child's progress with their key person. Parents speak very positively about the setting and how well they support children with specific care needs. They say it is 'absolutely brilliant' and the children 'love it'. They appreciate the opportunities to regularly talk to their child's key person and comment how well practitioners understand the children, and on the good progress their children make. The provider/manager and practitioner team create an environment that is very welcoming and supportive, where children are able to enjoy their learning, grow in confidence and develop the underpinning skills needed for their future success.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY468174
Local authority	Worcestershire
Inspection number	931943
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	52
Name of provider	Astwood Bank Pre-School Limited
Date of previous inspection	not applicable
Telephone number	07733133231

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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