

Foundry Road Preschool

St. Andrews United Reformed Church, Foundry Road, KINGSWINFORD, West Midlands, DY6 9BA



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| Inspection date | 20 April 2015 |
| Previous inspection date | 20 October 2010 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|--|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Outstanding | 1 |
| The contribution of the early years provision to the well-being of children | | Outstanding | 1 |
| The effectiveness of the leadership and management of the early years provision | | Outstanding | 1 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is outstanding

- Teaching is of an exceptionally high quality. Well-qualified staff place a very strong emphasis on developing language, which has a highly positive impact on children's learning. Consequently, children are continuously challenged and become highly motivated learners.
- Assessments are precise, and excellent planning is tailored to children's individual needs, which ensures they attain very high levels of achievement. As a result, children make rapid progress in their learning and development.
- Children are kept safe as staff ensure that their surroundings are secure and risks are minimised. Staff are confident in their knowledge of the safeguarding procedures and know what to do should they have any concerns about a child's well-being.
- Children build secure emotional attachments with staff because there is a highly effective key-person system in place. They are supported well by attentive and encouraging staff who help them to settle quickly. All children are confident and keen to take part in activities.
- Staff establish excellent relationships with parents. They regularly seek their views about the pre-school and acknowledge and value their contributions. Consequently, this promotes a shared approach to children's care and learning.
- The providers demonstrate excellent leadership and management skills and are extremely proactive in making improvements to the provision. They actively encourage the staff team to share their innovative ideas with other early years practitioners during training sessions.

What the setting needs to do to improve further

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

- develop ways to extend further the already very good opportunities for outdoor learning, for example, by enhancing the resources available in the mud kitchen area.

Inspection activities

- The inspector observed activities in all of the playrooms and the outside learning environment. She carried out a joint observation with one of the managers.
- The inspector held meetings with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector gained parents' and other professionals' views from conversations and the documentation available to review.

Inspector

Patricia Dawes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff complete home visits to gather useful information to begin the assessment process and help them to effectively support children from the start. An exciting range of experiences and activities, which staff provide, help to promote children's learning. Children independently extend their own play through accessing an extensive range of high-quality resources. They have great fun outdoors, building a house from bricks held together with cement made from sand and water. They collect and wash their cars from numbered bays. However, there is scope to enhance the mud kitchen to enrich further children's enjoyment and learning outdoors. Indoors, children engage in role play, using 'x-rays' to diagnose a broken leg. Staff effectively engage with children in their play, encouraging them to communicate and extend their problem-solving skills. During key-group activities, most children are proficient at recognising the numbers and more-able children know how to sequence them in the correct order. All children are developing skills in the use of technology. Younger children investigate programmable toys and older children learn how technology is used for a purpose as they use simple programmes on the computer. Parents comment that staff keep them informed about their child's learning and that they are able to share new achievements from home. As a result, staff have a clear picture of children's current abilities and they make very good progress in their learning and development.

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

Children enjoy a spacious, warm and welcoming environment. Staff enhance children's independence and confidence by giving them responsibility to carry out small tasks, such as helping to tidy away the toys. Children learn about healthy lifestyles and follow good hygiene practices. Staff extend children's independence skills further, particularly during snack time, for example, by giving them opportunities to serve themselves in the cafe. All children enjoy rich opportunities to practise their developing physical skills. Children receive lots of praise and encouragement from staff to support their confidence and self-esteem. Older children are well prepared for school. Staff introduce routines, such as a daily welcome session, to prepare children for their move onto other settings.

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

The managers and staff work extremely well together. They efficiently implement a very good range of policies and procedures to promote children's health, safety and well-being. The managers effectively monitor the educational programme to ensure children receive a well-balanced curriculum. This means children gain the key skills to support their future learning. A successful performance management system is in place. Staff use this opportunity to discuss any additional training needs to enhance their practice, so that children continue to make the best possible progress. Staff ensure they work closely with other professionals and agencies. This ensures children with special educational needs and/or disabilities are well supported and their individual needs are fully met.

Setting details

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| Unique reference number | EY410642 |
| Local authority | Dudley |
| Inspection number | 851108 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 30 |
| Number of children on roll | 72 |
| Name of provider | Rachel Tatler and Samantha Lavender Partnership |
| Date of previous inspection | 20 October 2010 |
| Telephone number | 01384 820012 |

Foundry Road Preschool was registered in 2010. The pre-school employs eight members of childcare staff. All members of staff hold appropriate early years qualifications at levels 2, 3 and 4. The pre-school operates from Monday to Friday during school term times. Sessions are from 9am until 12noon every morning and from 1pm to 4pm on Monday, Tuesday, Wednesday and Thursday afternoons, with a lunch club operating from 12noon until 1pm on these afternoons. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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