

Astwood Smiles

THE COACH HOUSE, 18 Feckenham Road, Redditch, B96 6DS



Inspection date	2 February 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager aspires to continually improve. Accurate evaluation of the quality of the provision helps to set clear plans for the future. She is passionate about raising standards and working towards promoting the best possible outcomes for all children.
- All staff are well qualified. Staff benefit from a variety of opportunities that helps to enhance their knowledge and skills. This contributes to the good quality care and education children benefit from.
- Staff are good teachers. Assessments of children's development are routinely taking place. Staff plan and provide activities that promote children's individual learning needs.
- The environment is well organised. Children have access to a range of activities and experiences indoors and outside. They are confident to explore and motivated to learn.
- Relationships are well established between staff, children and their families. Children form close bonds with staff and demonstrate that they feel safe and secure.
- Staff provide children with a wide range of experiences that promotes their understanding of the wider world. They teach children about respect and tolerance. Children learn to include others in their play. They make friends and play well together.
- Children make good progress. Any children that require additional support are identified and helped to catch up. Therefore, gaps in children's attainment are swiftly closing.

It is not yet outstanding because:

- Children's excellent skills in speaking are not always well promoted. Sometimes staff do not give children enough time to think, respond and express their own ideas.
- Managers do not make the best use of the information gained from analysing the progress made by different groups of children.

What the setting needs to do to improve further

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

- extend learning opportunities that help to promote children's excellent skills in speaking
- make better use of information gained from monitoring different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. A range of documents, policies and procedures is well used to promote children's safety and welfare. Managers ensure that staff's safeguarding training is up to date. Managers and staff are knowledgeable about child protection issues. They rigorously follow the safeguarding policies and procedures of the nursery which include the safe use of their mobile phones. Staff know exactly what to do should they have any concerns about a child's welfare. This helps to keep children safe from harm. Partnership working is good. Information about children's care and learning is shared with parents, professionals and other providers. This helps to promote the individual needs of children between the different settings they attend.

Quality of teaching, learning and assessment is good

Staff get to know children well and provide a range of activities that promotes their individual learning needs. For example, babies enjoy opportunities to explore different materials, such as custard. Staff encourage them to experiment with feeling it, manipulating it and making marks in it. This helps to promote children's physical skills. Toddlers benefit from experiences that help to promote their social skills and expressive arts and design. They play imaginative role-play games with staff, such as making cups of tea. They also join in with circle games where they sing a range of familiar songs. Staff encourage children to take turns, share the resources and make new friends. Staff provide pre-school children with plenty of challenges that help to build on their literacy and numeracy skills. They read stories with them and help them to recall the events of a book. They also encourage them to count beyond 10 and solve simple mathematical problems. The nursery special educational needs coordinator is knowledgeable about her role. She ensures all children receive the help and support they need. All children make good progress.

Personal development, behaviour and welfare are good

Children's physical well-being is effectively promoted. The environment is clean, safe and secure. Staff check the areas used daily for any potential hazards and ensure these are minimised. They also teach children about keeping themselves safe, for example, through the simple behaviour boundaries of the nursery. Staff remind them about tidying up, walking indoors and listening to staff when asked, to help children understand the importance of the rules. Children learn about keeping themselves healthy and well. Staff ensure that children benefit from nutritious snacks and meals. They also teach children about the importance of good hygiene routines, such as wiping their noses and regular hand washing to prevent the spread of germs.

Outcomes for children are good

All children make good progress. This includes children who benefit from funded education, and disabled children and those with special educational needs. Children are developing the key skills they need to be ready for school.

Setting details

Unique reference number	EY478220
Local authority	Worcestershire
Inspection number	980588
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	80
Number of children on roll	74
Name of provider	Smiles Childcare Ltd
Date of previous inspection	Not applicable
Telephone number	01527 892712

Astwood Smiles was registered in 2014. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above and the manager holds a relevant qualification at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children. It also supports disabled children and those with special educational needs. The nursery also runs a before- and after-school club. Sessions are from 7.30am until 9am and from 3.30pm until 6pm, five days a week.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

