

# In B Tweenies at Areley Kings



St. Bartholomews C of E Primary School, Princess Way, STOURPORT-ON-SEVERN,  
Worcestershire, DY13 0EL

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 28 April 2016     |
| Previous inspection date | 21 September 2011 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Outstanding | 1        |
| 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 quality of teaching is good across the setting and some teaching is outstanding. Staff motivate children to develop their own ideas through skilfully facilitating their imaginative play and providing a wide range of exciting resources.
- Educational programmes have depth and breadth across all aspects of learning. The outdoor environment is used exceptionally well to capture children's interest and curiosity about learning new information and skills.
- Parents report that staff communicate very well with them about their children's progress. They are regularly invited to take part in activities and events that help them to continue to support their children's learning at home.
- Children's progress is monitored and each child's key person identifies their next steps for learning. Overall monitoring of the progress that groups of children make helps staff to target any areas for intervention.

### It is not yet outstanding because:

- Staff do not always extend and challenge the oldest or most-able children's development in literacy. This means that they are not as well prepared in readiness for school as they could be.
- Staff performance management is not focused sharply enough on evaluating the quality of teaching, to continually target areas where teaching practice can be strengthened even further.

## What the setting needs to do to improve further

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

- strengthen the established system of mentoring and performance management to help raise the quality of teaching to a consistently outstanding level for all staff
- extend and challenge the older and most able children's skills in using and understanding letters and the sounds that they make to help prepare them even more in readiness for starting school.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and discussed the impact of self-evaluation and monitoring.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julia Galloway

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses self-evaluation and monitoring to help her have a good overview of all aspects of the setting and she works closely with the staff team. All staff are well qualified and they continue to update their training. Staff receive one-to-one supervision and regular meetings that promote their ongoing professional development. The arrangements for safeguarding are effective. Staff have an excellent understanding of what action to take if they have any concerns about children. The setting works very closely with other agencies to ensure that children and families get the help that they need. Partnerships with the school where the setting is based are strong. Effective communication between the setting and school staff helps to ensure consistency in care and learning for children who attend both provisions. The eventual move to full-time school is well planned and children benefit from opportunities to use the school environment on a daily basis.

### Quality of teaching, learning and assessment is good

Teaching is strong and children's learning and development is promoted well. Staff get to know all children and they plan activities that are usually adapted effectively to promote individual learning needs. Staff successfully engage children in activities that foster their development in mathematics. Children estimate how many stones are inside a sock and measure and compare the sizes of plant stems. Staff gather information from parents about children's starting points when they begin. They use this to build on their own observations and to continue to exchange information that strengthens the assessment process. Children's communication and language is developing well. Staff are skilful at playing alongside of children and they encourage children to talk about what they are doing as they play.

### Personal development, behaviour and welfare are good

Children are happy and settled. They build strong attachments to their key person who gets to know them very well. The established routine helps children to understand what is happening next and they follow instructions from staff when they move between areas in the school where they are based. Children have many opportunities to develop their physical skills. For example, they have regular time playing outdoors, where they run around, jump, climb and roll down small banks. They enjoy group games where they show that they understand rules and can take turns. Staff are deployed well to help ensure children's welfare and safety. The procedures to follow if accidents occur are clear. Children's health or medical needs are managed well. Staff are vigilant about monitoring any potential hazards. This helps to make sure that children are kept safe at all times.

### Outcomes for children are good

Children make good progress. Targeted support helps children with special educational needs or disability to be included in activities that help them with future learning. Swift intervention is sought for children who are making less progress than expected, so they quickly catch up, and funded children get the highest level of support they need. Children demonstrate good speaking and listening skills that help them to be ready for their move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY412975  |
| <b>Local authority</b>             | Worcestershire  |
| <b>Inspection number</b>           | 850009  |
| <b>Type of provision</b>           | Full-time provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4   |
| <b>Total number of places</b>      | 20  |
| <b>Number of children on roll</b>  | 37  |
| <b>Name of provider</b>            | Sharon Julie Bryan  |
| <b>Date of previous inspection</b> | 21 September 2011   |
| <b>Telephone number</b>            | 07837295698   |

In B Tweenies at Areley Kings was registered in 2010. It operates from a classroom within St. Bartholomews C of E Primary School in Stourport-on-Severn. The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs or disability and children who speak English as an additional language.

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