

# Avoncroft Pre-School Nursery

Stoke Heath Community Art Centre, Redditch Road, Stoke Heath, Bromsgrove,  
Worcestershire, B60 4JN



<b>Inspection date</b>	3 October 2017
Previous inspection date	29 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 experienced and well-qualified management and practitioner team demonstrates a strong commitment to improving outcomes for all children.
- The quality of teaching is consistently strong. Practitioners have a good knowledge and understanding of how young children learn and develop. Children learn skills as they play, in readiness for future learning.
- Children are happy and confident at this welcoming and caring pre-school nursery. Practitioners know children well and treat them as unique individuals. They have warm and caring relationships with children that support their emotional well-being very effectively.
- Partnerships with parents and local schools work very effectively and make a strong contribution to meeting children's needs. Practitioners keep parents well informed about the progress children make and their planned next steps in learning.

### It is not yet outstanding because:

- Practitioners do not provide enough opportunities for all parents to share information about what their children achieve at home, so that they can use this when planning future activities.
- The views of parents and children are not yet included in the evaluation of the provision.

## What the setting needs to do to improve further

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

- consider ways to encourage all parents to share more information about their children's achievements at home, and use this to strengthen activity planning
- include the views of parents and children in the evaluation process, to help identify further ways to improve the overall quality of the provision.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the partners/manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the qualifications and suitability of practitioners working in the pre-school nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jackie Nation

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Practitioners have a good understanding of what to do in the event of a concern being raised about children's safety or welfare. They know about the other potential risks to children in the wider safeguarding agenda. Policies are implemented consistently to manage and minimise risks to children and keep them safe. Recruitment, vetting and induction procedures are robust and thorough procedures ensure the ongoing suitability of practitioners is maintained. The quality of teaching and learning is monitored well and includes an analysis of the progress of different groups of children to ensure all children achieve well. Additional funding is utilised effectively and key points are identified in planning to further enhance and promote outcomes for children. Parents spoken to on the day of the inspection are extremely complimentary about the provision and they are very pleased with the progress their children make.

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

Practitioners provide children with a broad range of activities, which are tailored to meet their needs and next steps in learning. Children initiate their own play and follow their own ideas. Practitioners build on children's learning effectively by exploring ideas with them and asking open questions to prompt thinking and learning. Children use their imagination very well during role play. They pretend to be doctors, dressing up, using equipment and talk about their stethoscopes. Practitioners join in with their play and children have fun. Children's mathematical skills are developing well. They learn to recognise numbers, learn about shape names, colours and counting. Children like to use bricks to build models, and talk about their sea planes and speedboats on the water. Children talk about what they enjoy, such as playing outdoors and with the robots.

### Personal development, behaviour and welfare are good

Practitioners promote a positive attitude to learning through play, making choices and developing friendships. Practitioners are good role models and are very attentive to children's needs. They listen with genuine interest when children talk to them. Practitioners help children to learn about good behaviours. Children learn how to play safely, think about others, share and take turns. Children's health and physical development is fostered well through healthy eating and good access to outdoor play. Practitioners teach children about the types of food which are good for them and will help them to grow. Children enjoy the time spent outdoors, confidently riding bicycles and scooters and exploring the environment.

### Outcomes for children are good

Children make good progress in their learning in relation to their starting points and individual needs. Children are attentive at group times. They listen keenly to stories where they join in as they pretend to waddle like a penguin and flap their feathers like an ostrich. Children are confident speakers and they learn how to manage their own personal care very well.

## Setting details

<b>Unique reference number</b>	EY341319
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1092853
<b>Type of provision</b>	Sessional 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>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Avoncroft Pre-School Nursery Partnership
<b>Registered person unique reference number</b>	RP526270
<b>Date of previous inspection</b>	29 January 2015
<b>Telephone number</b>	07749 477 553

Avoncroft Pre-School Nursery registered in 2006. The pre-school nursery employs five members of childcare staff, including the two partners who are the owners. All staff hold early years qualifications ranging from level 3 to level 6, this includes one member of staff who holds early years practitioner status. The pre-school nursery is open Monday to Friday, during school term time. Sessions are from 9am until 3pm.

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