

# Marlbrook Pre-School

St. Lukes Church Hall, Braces Lane, Marlbrook, BROMSGROVE, Worcestershire, B60 1ED



## Inspection date

Previous inspection date

7 November 2017

14 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Good progress has been made since the last inspection. Staff use their observations of children's learning and track children's progress well, overall. They provide a challenging range of activities to help to support children's learning.
- Teaching is good. Staff place a clear focus on increasing children's listening and attentions skills, and provide good opportunities for children to talk about their interests.
- Staff foster children's personal, social and emotional development well. Children quickly settle into activities on arrival, enjoy their time and confidently decide what to do during the session.
- Staff use a creative range of strategies to involve parents in supporting their children's learning. For example, parents take home the popular 'talk about boxes', which include an enjoyable range of activities to help to support their children's learning.
- Staff provide a wide range of opportunities for children to increase their physical fitness during the session. Children learn to move their bodies to music and learn exercise is fun and good for their health.

### It is not yet outstanding because:

- The manager does not rigorously monitor how staff use the available resources and use incisive professional development opportunities to help to raise the quality of teaching to an exceptional level.
- Staff do not consistently provide a rich range of activities to enthuse children's learning further in mathematics, to help them to make the best possible progress.

## What the setting needs to do to improve further

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

- use more rigorously the systems in place for monitoring the use of available resources and staff practice, and provide professional development opportunities to help to raise the quality of teaching to an exceptional standard
- provide a rich range of activities to motivate children's learning even further in their mathematics, to help them make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at the pre-school during the inspection.
- The inspector looked at feedback in surveys from parents, and spoke to parents during the inspection and took account of their views.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and deputy have addressed all the previous actions and recommendations very well to improve the pre-school. They use self-evaluation well and there are effective systems in place to consult with staff, parents and children to help to develop the service even further. Arrangements for safeguarding are effective. All staff are trained in child protection issues and know the procedure to follow if they have a concern about a child. There are robust recruitment, vetting and induction procedures in place and staff are clear about their roles and responsibilities. Parents report high levels of satisfaction. For example, the number of events parents are invited to at the pre-school and how well staff share information about their children's progress impresses them.

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

Staff plan an interesting range of experiences to capture children's imagination. They use children's interests and topics, such as the seasons, to motivate children to learn. Staff encourage children to identify changes in the environment and encourage them to collect natural resources, such as fir cones, acorns and conkers. Staff creatively use books and stories to reinforce learning, such as animals and hibernation. Staff introduce children to new experiences. Staff entice children well to use the new magic sand and compare it to the usual dough they use. Staff place a good focus on introducing new words, ideas and concepts to children as they play and listen to what they have to say. Children enjoy these interactions and are keen to involve staff in their imaginary play.

### Personal development, behaviour and welfare are good

Children behave well and staff place a good priority on teaching children to keep safe. For example, during morning registration, children confidently talk about the golden rules of firework safety and the golden pre-school rules. Staff teach children about the role of the emergency services and about crossing the road safely and fire safety. Children learn about their own and others' families and cultures. For example, staff focus on holidays children take and the countries they visit. Children learn about different languages and learn to speak French. Staff teach children well about making healthy choices from their lunchboxes. Children know milk is good for their bones and teeth, and eating fruit is good for their health.

### Outcomes for children are good

Children make good progress and acquire the key skills required in preparation for school. Children show good levels of concentration during registration time and confidently talk about past and future events. They show a keen interest in the natural environment. For example, children learn to care for the scented plants in the sensory garden. Children enjoy counting as they play and during baking activities, such as when making bread and biscuits. Children thoroughly enjoy linking letters of the alphabet to the sounds they represent as they play fun phonics games. Children learn to recognise their names and enjoy making marks with paint and various writing materials.

## Setting details

<b>Unique reference number</b>	EY400942
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1096787
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Tina Ann Cornford
<b>Registered person unique reference number</b>	RP901780
<b>Date of previous inspection</b>	14 March 2017
<b>Telephone number</b>	07951 869175

Marlbrook Pre-School registered in 2009. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, three hold a qualification at level 3 and one holds a qualification at level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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