

# Amington & District Pre-School

Amington Band Room, Sharpe Street, Tamworth, Staffordshire, B77 3HY



## Inspection date

24 November 2017

## Previous inspection date

12 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 quality of teaching is good and staff entice children well to learn from the activities and experiences on offer. Staff provide a good balance of adult-led activities and opportunities for children to play and explore.
- Staff confidently promote children's mathematical learning and place a sharp focus on increasing their communication and language skills.
- Staff have close working relationships with parents and collate detailed information about the children's care and development when they first start. Parents are kept up to- date about their children's progress and how they can support their children's learning.
- Staff provide a safe and welcoming environment which is organised to help children be independent. Staff have close relationships with children, are nurturing in their approach and place a strong focus on supporting their emotional well-being.
- There are strong working relationships with other professionals working with children who have special educational needs and/or disabilities to help close any gaps in their learning.

### It is not yet outstanding because:

- The manager does not make the very best use of the information gained about groups of children's learning, such as boys, to further target their learning and help them make the very best progress.
- Staff do not consistently provide a rich range of opportunities for children to explore the natural world, and people and communities.

## What the setting needs to do to improve further

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

- use the information gained from children's assessments to plan more precisely for different groups of children, particularly boys, to help them make the very best progress
- provide a rich range of opportunities for children to explore the natural world, and people and communities.

### 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 carried out a joint observation with the owner/manager.
- The inspector held a meeting with the owner/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 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

Arrangements for safeguarding are effective. All staff employed are suitably vetted and their ongoing suitability assessed. All staff are trained in child protection issues and know the procedure to follow if they have a concern about a child. The manager and staff conduct daily checks to ensure the environment is safe and place a sharp focus on the security of the building. The manager works alongside the established staff team that is monitored and supported well to raise their skills and knowledge. For example, staff benefit from regular staff supervision and targeted training opportunities. Parents are regularly consulted about their views and their opinions are included in the action plans in place to help develop the service even further.

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

Staff provide a stimulating range of resources and activities, and offer children the freedom to become involved in what interests them. For example, staff provide children with a range of open-ended resources, such as boxes, tubes and containers. Children spend a long time making their three-dimensional models and solving problems as they join items together with a variety of adhesives. Staff skilfully use their interactions to increase children's vocabulary and introduce new ideas and concepts. Staff plan well for the varying ages of children attending. For example, staff group children according to their age and ability at story sessions, and children show a real fondness for books. Staff make learning numbers and counting fun. For example, children recognise numbers on the car parking bays, and consider speed as they play with the cars and garage.

### Personal development, behaviour and welfare are good

The routine is well organised and children respond well to any changes. For example, children help tidy up activities and eagerly get ready for outdoor play. Children behave well and learn to share and take turns. For example, children time how long they have left as they monitor the time on the stopwatch and talk about the codes of behaviour in place. Staff provide good opportunities for children to learn about their bodies and healthy eating. Children learn how to keep themselves safe. For example, children learn about the sun, fire and road safety. Children talk about using tools safely as they play in the pretend builder's yard.

### Outcomes for children are good

Children, including those who speak English as an additional language, make good progress from their starting points and are well prepared for school. Children show a fondness for writing and recognising their names. Children learn numbers are fun. For example, children match the numbered fairies in the pretend fairy garden to the corresponding number. Children enjoy solving problems as they use a variety of tools along with the screws, nuts and bolts. Children are creative and increase their imaginations as they adopt various roles in the role-play area. Children are often absorbed in their play and show good levels of concentration as they learn. They are confident talkers and learn to use sign language.

## Setting details

<b>Unique reference number</b>	218085
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1103182
<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>	32
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Marlene Carol Albrighton
<b>Registered person unique reference number</b>	RP513110
<b>Date of previous inspection</b>	12 September 2014
<b>Telephone number</b>	01827 53879

Amington and District Pre-School registered in 1992. It operates from the Band Rooms in Amington in Tamworth, Staffordshire. The pre-school opens Monday to Friday, during term time only, from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs eight members of childcare staff. Of these, one has achieved early years professional status, five hold qualifications at level 3 and one holds a qualification at level 2.

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