

# Astwood Bank Pre-School and Nursery

Church Hall, Church Road, Astwood Bank, Redditch, Worcestershire B96 6EH



<b>Inspection date</b>	12 September 2018
Previous inspection date	21 January 2014

<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 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

### The provision is good

- The manager undertakes research on learning and development topics. This helps her to have an accurate view of the quality of her provision and to know how she can improve or maintain her high standards. Children make good progress in their learning.
- The manager effectively monitors staff's practice. She places a strong focus on making sure staff engage with children as they play and enhance their learning whenever they see an opportunity to teach. The manager holds regular supervisory meetings with staff and identifies ways to help support their professional development.
- Staff develop positive relationships with the local school and strong links with other professionals, including those who support children who have special educational needs and/or disabilities. This means there is a shared approach to children's care and learning so that they receive consistent support.
- Staff know the children well and offer a caring and nurturing environment. They respond quickly and sensitively to children's needs. This helps children to feel relaxed and safe and to engage in new experiences.

### It is not yet outstanding because:

- Staff do not provide enough opportunities for children who speak English as an additional language to use their home language during their play.
- Some staff do not consistently reinforce children's knowledge of the importance of good personal hygiene routines, such as washing hands before snacks.

## What the setting needs to do to improve further

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

- encourage children who speak English as an additional language to use their home language during their play even further
- consistently reinforce children's growing awareness of the importance of good hygiene practices.

### 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 evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents and children spoken to on the day.

**Inspector**  
Linda Yates

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of the procedures they should follow if they have a concern about the welfare of a child in their care. The manager monitors the educational programme and evaluates each key person's assessment of their key children's ongoing achievements. Any areas of learning that children are falling behind with are quickly identified and set as a focus. Staff make sure that parents are fully informed about their children's progress, for example, through daily chats and regular planned meetings. This enhances parents' understanding about how their child's learning can be best supported at home.

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

Staff have attended training on how to identify and plan for the different ways children learn. They use a wide range of teaching strategies that successfully motivate children and develop the vital skills they need for school. For example, children listen intently during story time. Staff make sure that all the children can see the story book and model a clear voice with expression to hold children's attention. They introduce props to capture children's interest. During such activities, staff introduce new vocabulary and use questions that challenge children to think. They extend children's learning further by naming and talking about feelings. Furthermore, during a 'show-and-tell' session, staff encourage children to talk about their toy or object from home. This helps children to learn descriptive words to express their thoughts. Staff plan and implement a wide range of upper body and finger control activities for children to do each day to music. For example, children are engrossed as they push the lace strings through plastic reels. Staff praise each child for their attempts at threading. There are good partnerships with parents. For example, staff invite parents to visit the setting to talk to the children about the things they do at work or their hobbies. Some parents bring in real chickens for the children to observe and others play a saxophone for the children to listen to.

### Personal development, behaviour and welfare are good

Staff provide children with a healthy breakfast and healthy drinks throughout the day. Children have the opportunity to experience physical challenge and to manage risks for themselves outdoors. For example, they climb up the ladder and zoom down the slide of the wooden climbing frame and test their skills on the trikes, scooters and hoops. Staff use successful strategies and positive role modelling to help children behave well.

### Outcomes for children are good

Children make good progress from their starting points and are deeply involved in their play. For example, children engage in imaginary play as they talk together on old mobile phones. They build stories around their toy dinosaurs as they play with them in the sand. Children use their imaginations as they paint their own pictures. They concentrate and solve problems as they complete the jigsaw puzzles. Children are self-assured, happy and seek out others to share experiences with.

## Setting details

<b>Unique reference number</b>	EY468174
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10059311
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Astwood Bank Pre-School Limited
<b>Registered person unique reference number</b>	RP907793
<b>Date of previous inspection</b>	21 January 2014
<b>Telephone number</b>	07733133231

Astwood Bank Pre-School and Nursery registered in 1994 and re-registered as a limited company in 2013. The setting employs eight members of childcare staff. Of these, one holds Early Years Professional Status and four hold early years qualifications at level 3. The setting is open on Monday, Tuesday, Wednesday and Friday during school term time. Sessions are from 8am until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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