

# Inspection of Astwood Smiles Nursery

18 Feckenham Road, Astwood Bank, REDDITCH, Worcestershire B96 6DS

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Inspection date: 5 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy to attend and thrive in this caring and nurturing environment. They build close bonds and sound relationships with their friends and the staff. This helps all children to feel safe and secure. Babies and children who are new to the nursery settle well in the unfamiliar environment. Children's care needs are carefully considered and matched to routines at home. Their well-being is enhanced by the provision of freshly prepared and nutritious meals. Healthy eating is promoted with those children who bring a packed lunch. Children listen and respond well to staff. They are supported effectively as they learn to manage their feelings and regulate their behaviour. They demonstrate good levels of understanding of their impact on others and are increasingly considerate, particularly of children who struggle with their conduct and need more support.

Children benefit from a well-planned programme of activities and experiences, which are well considered and adapted to suit their individual needs and abilities. This starts from what children already know and can do and then considers children's interests and what they need to learn next. There is a good balance of child-initiated and adult-led experiences and purposeful play. These opportunities help children to build on their current knowledge, develop their understanding and enrich their learning.

### **What does the early years setting do well and what does it need to do better?**

- Leaders, managers and staff are dedicated and passionate about their roles and responsibilities. They work well as a team and there is a culture of mutual support and respect. There are many opportunities for staff to enhance their professional development. They work together to identify priorities to enhance the provision for children.
- Staff interact well with the children and offer plenty of valuable opportunities for children to lead their own learning. However, occasionally, staff step in too quickly to help children with tasks, such as putting on their own coats and shoes to go outside. At other times, staff do not offer enough support to help the quieter and less confident children to offer their ideas and be fully involved in experiences.
- Children develop good communication and language skills. Staff engage children in meaningful conversations and encourage them to learn new vocabulary. They also provide a narrative for what children are doing and use open questions to help children recall their experiences and demonstrate their growing knowledge and understanding.
- Staff read to children in a way that excites and engages them. Children press buttons which make relevant sounds and puppets and props are used to recreate actions and make stories come alive. Children also enjoy lots of

opportunities to listen and join in with rhymes and sing songs.

- Older children enjoy a wealth of opportunities and experiences outside in all weathers. In the morning, staff take them to look at the ice that has formed and recall this later in activities using ice cubes. Children benefit from the fresh air and exercise. They enjoy riding tricycles, climbing steps and going down the slide on the large equipment. In addition, children negotiate around one another as they travel across balancing beams and carefully positioned ladders and tractor tyres. Staff select resources from inside for the babies and younger children who are less mobile to enjoy under the canopy area. However, the manager recognises that there is scope to develop the outdoor environment and provide further learning experiences that are suitable for the youngest children.
- Children with special educational needs and/or disabilities are supported very well. Leaders, managers and staff quickly assess and identify developmental concerns and have a good knowledge and understanding of the children and their needs. They work closely with parents and other professionals. This helps them to find the best ways to help individual children to catch up with their peers.
- Parents are very pleased with the nursery and comment about how their children are very settled and happy to attend. Since the restrictions due to COVID-19, managers and staff have adopted a different approach to engage parents. They are keen to continue extending opportunities for new and existing parents and/or carers to exchange information and be more involved in the provision.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises, equipment and resources are well maintained, and staff adapt practice to ensure children's safety is fully supported. Following a recent incident, risk assessments and procedures to ensure children's dietary requirements are fully adhered to have been reviewed. They are now more stringent and additional checks are implemented effectively to ensure children's well-being. Children are supervised well and staff are appropriately deployed to meet children's individual care and learning needs. The manager and staff have a clear understanding and implement procedures to protect children from harm. Children who are vulnerable and/or disadvantaged are fully supported through the partnerships staff have with their families, carers and professionals from other agencies.

## **What does the setting need to do to improve?**

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

- help all children to develop their independence and confidence so that they benefit from persevering at tasks and actively share their own ideas to help

extend their learning

- enrich the learning and development opportunities offered in the outdoor environment, particularly for the babies and younger children.

## Setting details

<b>Unique reference number</b>	EY478220
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10218166
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	80
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Smiles Childcare Ltd
<b>Registered person unique reference number</b>	RP910836
<b>Telephone number</b>	01527 892712
<b>Date of previous inspection</b>	2 February 2016

## Information about this early years setting

Astwood Smiles Nursery registered in 2014. The nursery employs 21 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also offers out-of-school provision. Sessions are from 7.30am until 9am and from 3.30pm until 6pm, five days a week.

## Information about this inspection

### Inspector

Lucy Showell

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and manager and has taken that into account in their evaluation of the provider.
- A learning walk was completed with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager completed a joint observation with the inspector.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The manager showed the inspector relevant documentation and evidence of the suitability of adults working on the premises.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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