

Inspection of Amington & District Pre-School

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

Inspection date: 15 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 and well cared for. For instance, when children feel unwell, staff sensitively talk to them about how they intend to support their needs. This helps children to feel safe and secure. Parents report that 'staff generally care about children'. Staff listen and actively take account of children's views. For example, when staff invite children to partake in group activities, children receive time to finish their child-initiated play before they join. When children share their intention to build a house, staff give them ideas for what resources they could use. This positively enhances children's play.

Children behave well, and they develop kind friendships. For example, they tell their peers to 'smile' as they pretend to take a group 'selfie'. At mealtimes, children vote to decide which of their peers should be the 'tray monitor'. When children identify that they have recently had a turn, they give up their opportunity and vote for another peer. This demonstrates their social competence.

Children receive encouragement to be self-sufficient at every opportunity. For instance, as children wash their hands, staff talk to them about the importance of not wasting water to reinforce future behaviours. Children display good knowledge of how to promote their physical health. They know to wash their hands 'to get rid of the germs'.

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

- Staff have been at this setting for many years and have dedicated their time to the care and education of children. They have a clear intent for what children need to learn, and they use funding well to support this. For example, they purchase resources to strengthen the oral-motor muscles that children need to coordinate their speech. However, on occasions, staff do not fully consider younger children's previous experiences and abilities when implementing an ambitious curriculum. This does not help children to reach their highest potential.
- The manager who is also the designated special educational needs coordinator (SENCo) has a wealth of knowledge and experience to support those children with special educational needs and/or disabilities (SEND). For example, she works closely with families and external professionals, such as schoolteachers, to promote children's transitions to school. Parents of children with SEND positively report on their children's nursery experience, including the support from staff.
- Quality relationships between parents and staff positively contribute towards the way key persons support individual children's needs. Parents are highly engaged in their children's education. This helps to enhance children's learning at home.
- A well-established, key-person system means that all children, including those

who speak English as an additional language, develop a strong sense of belonging. For example, key groups are organised by colour to help children to understand routine expectations, such as where to sit at mealtimes. Key persons greet all children warmly with a song in their home language. This promotes an inclusive setting.

- The manager makes staff's well-being a priority. For example, when staff show an interest in the SENCo role, she explores possible avenues to upskill staff. The manager supports staff to assess their well-being. She is extremely aware of the positive impact thoughtful gestures can have on staff's performance, such as making them a cup of tea. Staff report that they feel happy and supported in their roles.
- Children hear and develop strong language through positive interactions with staff. For example, when children use words, such as 'locked', staff introduce 'unlocked'. This helps children to develop a more concrete understanding of concepts. Furthermore, staff ask children open-ended questions to skilfully promote their thinking and language.
- Staff promote children's knowledge of mathematics through everyday activities. This helps children to make good progress in their mathematical abilities. For example, staff encourage children to reflect on various shapes to discuss their properties. Children identify the similarities between an 'oval' and an 'egg'.
- Children learn how to keep themselves safe, including how to use tools effectively. For instance, staff ask children 'what might happen if they hit the ice hard with a hammer?' This helps children to consider the potential risks in the environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff work effectively with external professionals to support those children from disadvantaged backgrounds. They demonstrate secure knowledge of the signs and symptoms that might indicate a child is at risk of abuse, including the main areas of harm linked to county lines. Staff understand the correct procedures to follow should they have concerns about a child's welfare, including allegations against staff. There are procedures in place to ensure that staff are deemed suitable to work with children. For example, after the summer holidays, all staff complete a disclaimer on their return to work.

What does the setting need to do to improve?

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

- help staff to further consider younger children's previous experiences and abilities when implementing an ambitious curriculum.

Setting details

Unique reference number	218085
Local authority	Staffordshire
Inspection number	10289410
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	51
Name of registered person	Albrighton, Marlene Carol
Registered person unique reference number	RP513110
Telephone number	07980 172 147
Date of previous inspection	24 November 2017

Information about this early years setting

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 3:30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs seven 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.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.

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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