

Inspection of Marlbrook Pre-School

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

Inspection date: 6 July 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 greeted warmly by the friendly staff who meet them at the door. They settle quickly in the well-planned environment. Staff offer a wide range of learning opportunities to meet the needs and interests of the children. They allow children to take the lead in their learning, and they introduce concepts to the children while they play. For example, children dig for buried 'coins' and are encouraged to count them. They are introduced to further mathematical vocabulary such as 'more' and 'less'. Children excitedly engage in activities. They dress up as pirates, and staff suggest ideas for their play, such as sailing in a large cardboard 'ship' and singing along with staff.

Children develop secure attachments with the caring staff and feel comfortable contributing confidently in group discussions. Staff are positive role models. They reinforce behaviour expectations and often refer to the 'golden rules'. Children behave very well, and staff praise children's achievements and efforts. This helps to develop children's confidence and resilience.

Children enjoy their time outside. They play well in groups and independently. For example, children ride on cars and come to the 'petrol station', where other children fill up their cars and take 'payments'. Children have plenty of opportunities to develop physical ability both indoors and outdoors. They jump on the trampoline, ride on tricycles, use chunky chalk to draw on the ground and enjoy digging in the sand area.

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

- Leaders and staff plan a curriculum that includes meaningful experiences across all seven areas of learning. Staff build on what children already know and can do. There is an emphasis on developing children's speech and language skills. Staff know the children well and can discuss their progress and next steps. All children make progress in their learning and development.
- Support for children with special educational needs and/or disabilities (SEND) is strong. Staff have implemented a range of strategies to support their learning, such as speech and language games. Staff use lanyards with visual communication prompts to help children to communicate. The special educational needs coordinator works closely with parents, staff and other professionals and makes timely referrals for children who need them. This helps children with SEND receive the support they need at the earliest opportunity.
- Partnership with parents is good. Parents have a positive relationship with the staff and their key person. They say their children are well supported and comment on the progress that they make. Parents describe the pre-school as providing a 'family feel' for children and their families. Staff keep parents well

informed about their child's time at the pre-school. This supports continuity between the pre-school and home.

- The manager is passionate about her role and puts a strong emphasis on staff well-being. Staff express that they feel valued and well supported in developing their roles. Staff benefit from regular supervision with the manager. They have access to ongoing professional development, and managers encourage them to access online training to help keep them updated. This results in a team of staff who share the same values and are able to provide high-quality care and education to children.
- Children have opportunities to develop their independence skills. For example, staff encourage children to put on their own coat and shoes, confidently access resources, know how to pour water for themselves and ask for help when needed. Older children use the toilet and dress themselves independently. Staff praise the children for showing these skills. This helps to promote confidence and resilience.
- Children's behaviour is good, and they follow the routines of the day. For example, they line up to be taken outside, they sit on the carpet to wait for the morning routine and wash their hands after playing outdoors. Although behaviour is good, staff do not consistently encourage children to take responsibility for the toys they play with. For example, not all children are expected to tidy up after themselves.
- Overall, staff support children well. Staff are enthusiastic, and they encourage children to make choices and decisions about their play. Staff interact well with the children. However, occasionally, staff do not give children sufficient time to think and respond to the questions they ask, and therefore, miss the opportunity to develop thinking skills even further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of safeguarding. They can talk about the signs and symptoms of abuse, and they understand the policy and procedures for dealing with any concerns and how to refer these to the appropriate agencies. They complete safeguarding training and have regular discussions to keep their knowledge up to date. Staff are vigilant and supervise children effectively throughout the day. Risk assessments of the premises are carried out on a daily basis to ensure the pre-school is safe and secure for the children. Staff understand how to respond in the case of an accident or an injury, and all staff hold paediatric first aid certificates. The manager follows safer recruitment procedures to check that staff working with children are suitable to do so.

What does the setting need to do to improve?

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

- allow children more thinking time when questions are asked of them so they can fully process their ideas to give a response
- help all children to take responsibility for their environment by routinely expecting children to tidy up after they have finished playing.

Setting details

Unique reference number	EY400942
Local authority	Worcestershire
Inspection number	10288950
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	24
Number of children on roll	22
Name of registered person	Cornford, Tina Ann
Registered person unique reference number	RP901780
Telephone number	07951 869175
Date of previous inspection	7 November 2017

Information about this early years setting

Marlbrook Pre-School registered in 2009. The pre-school employs eight members of staff. Of these, one holds an appropriate early years qualification at level 6, and one holds an appropriate early years qualification at level 5. Five staff members 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.

Information about this inspection

Inspector
Naziha Amin

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 has taken that into account in their evaluation of the provider.
- The manager had a learning walk of the nursery with the inspector and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the nursery with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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