

Inspection of Avoncroft Pre-School Nursery

Stoke Heath Community Art Centre, Redditch Road, Stoke Heath, Bromsgrove,
Worcestershire B60 4JN

Inspection date: 3 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders and staff have successfully improved the quality of the education for children. The manager has a clear rationale for the curriculum and places a strong focus on helping children to develop enquiring minds, becoming critical thinkers and independent learners. Children are resourceful and confidently lead their own play. Staff are skilled teachers and enhance children's play well. They present children with a range of questions that challenge their thinking. For example, staff encourage children to consider the similarities and differences between an elephant and a rhinoceros. Children make good progress from their starting points, including children with special educational needs and/or disabilities (SEND).

Leaders ensure that children can develop their knowledge and understanding so they are well prepared for school. Staff promote early reading and writing skills well. This includes many opportunities to develop a love of reading and reading preferences. For example, children vote for the books they want staff to read. Children access a wide range of mark making experiences that vary from large scale painting outdoors to creating treasure maps indoors. Staff have high expectations for children's behaviour and children understand the nursery rules. They behave well and develop good social skills. Two-year-old children form friendships and are keen to involve other children in their play.

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

- Leaders reflect well on the quality of the provision and show commitment to improving their practice. This includes reviewing and continually updating their safeguarding policies and procedures.
- Leaders ensure that staff at all levels receive purposeful supervision and training to extend their knowledge and skills. Recent training has included working with the local authority to enhance their provision for assessing children's language development. Leaders provide staff with opportunities to progress their careers and access leadership training.
- Leaders have developed a curriculum that is progressive and builds on children's knowledge and skills. For example, they have a clear curriculum outline to support two-year-old children, such as to gradually build up their concentration and independence. Leaders recognise how to extend their knowledge and skills of older children. They encourage children to draw on their own experiences to plan features of the learning environment, such as the post office role play.
- Staff plan and design the learning environment to reflect children's interests. Children are well motivated to play and learn. They particularly enjoy accessing resources from around the room and take them to where they are playing. However, staff do not organise the room as well as possible to make the best use of the indoor space to allow for children's speaking and listening skills to be

supported fully.

- Leaders and staff have made some effective changes to the daily routines to ensure children are consistently engaged. Children behave well during these times and understand staff expectations. However, staff do not use the daily routines as well as possible, so children benefit from high quality learning experiences throughout the day.
- An effective key person system is in place. Staff make good use of their observations of children's achievements to set specific learning targets for each child. They understand how each child prefers to learn and plan well to accommodate this.
- Leaders and staff successfully support children with SEND. They liaise with the area SENCo, paediatricians and speech and language therapists to provide children with individual learning programmes.
- Leaders have carefully considered how they will help children learn how to manage their feelings and behaviour. Older children learn to empathise with the needs of the younger children. Staff help them to understand and label their emotions. Children explain the behaviour of characters from a book.
- Leaders and staff make good use of the outdoor space to deliver their curriculum. It provides children with plenty of opportunities to explore and make new discoveries. For example, children investigate what happens when they draw on the floor with chalk and then pour water over. Children strengthen their hand muscles as they use large squeeze bottles to squirt water up into the air. They use their hand-eye coordination to play target ball games.
- Staff promote children's health well, especially to encourage frequent handwashing. They support parents with ideas for nutritious packed lunches.
- Parent partnerships are good. Parents explain how their children love to attend. They are thrilled at the progress their children make and say how well staff know their children. Staff provide parents with detailed information about their child's development and support their continued learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan and organise the indoor learning environment to further support children's speaking and listening skills
- review and modify the daily routines so that children have the maximum opportunities for quality learning experiences throughout the day.

Setting details

Unique reference number	EY341319
Local authority	Worcestershire
Inspection number	10306686
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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	35
Name of registered person	Avoncroft Pre-School Nursery Partnership
Registered person unique reference number	RP526270
Telephone number	07749 477 553
Date of previous inspection	11 July 2023

Information about this early years setting

Avoncroft Pre-School Nursery registered in 2006 and is in Bromsgrove. The pre-school employs six members of childcare staff. Of these, one holds qualified teacher status, three hold early years practitioner status, one holds an early years degree and one has a level 3 qualification. The pre-school is open Monday to Friday, during school term time. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children interacted with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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