

# Inspection of Astwood Bank Pre-School and Nursery

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

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Inspection date: 6 September 2024

<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**

The overall quality of the teaching and learning is strong. Staff know the children in their care extremely well, including those new to the pre-school. Time is spent during the settling-in process really getting to know the children and their families. Many children new to the pre-school arrive keen and eager to access all of the experiences on offer. There is a secure key-person system in place that is used effectively to support children who need more time to separate from their parents.

Children learn how to be kind to one another. Staff support them to develop good manners, consider the needs of their peers and play together. Staff intervene at appropriate times to help children settle disagreements with a fair outcome for all.

The pre-school is well organised most of the time and parents have some opportunities to share their children's ongoing learning from home. Staff plan fun activities that relate to the children's experiences and interests. Activities are designed to help the children settle and feel confident in their new surroundings. This includes being creative and making models of members of their families from play dough.

Alongside a strong focus on children's personal, social and emotional development, staff place a high emphasis on helping children to become good communicators. Many children are confident and articulate. They enjoy chatting with their peers, staff and visitors. Children relish the opportunity to talk about the dressing-up costumes they are wearing and share their favourite books.

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

- The arrangements for settling children in on arrival are very secure. New starters are confident and eager to access the activities. They separate easily from parents and are warmly welcomed by the staff. Children who have short periods of being less settled are comforted by their key person and their individual comforters from home. They are helped to engage with the other children and begin to play. Within minutes they are smiling, engaging in their learning in the environment.
- The curriculum is designed extremely well, emphasising specific areas of learning at the start of the academic year. There is an all-round focus on supporting the personal, social and emotional development of the younger children. For the older children, who have already had experience at the pre-school, there are many opportunities to challenge and extend what they already know and can do.
- Children develop a real love of books. Staff introduce group story time at the earliest opportunity. Staff take into account the needs of the children effectively

and separate the younger children from their elder peers. This ensures more support is afforded to the younger children who may need help to sit and listen, and in turn ensures the older children an opportunity for uninterrupted learning. Staff are highly experienced in storytelling, changing the tone and volume of their voice throughout the story to hold the children's attention. Using props, staff create excitement and anticipation that truly capture the children's imagination for the duration of the story. However, during the organisation of story time, some children become a little confused about the room they should be in and where they should be sitting.

- Children with special educational needs/and or disabilities are supported by staff who are knowledgeable about their needs. They are vigilant and alert to any signs of delay. Children who need additional support with regard to their speech and language development are supported at the earliest opportunity, helping to secure swift progress. There is a strong emphasis on working with parents and other professionals to ensure every child has support tailored towards their individual needs.
- Parents are extremely happy with the service they receive. They express high praise to the leaders for their kind, warm and caring approach, sharing this is why they choose this pre-school. Parents strongly appreciate the emotional support and flexible care provided for their children during changes in their lives. They also appreciate how well their children are supported to be ready for school. Parents are provided with many opportunities to learn about their children's progress. However, the arrangements for parents to share what they know about their children's learning from home are less well developed.

## **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:**

- extend opportunities even further for parents to share what they know about their children's learning at home beyond the induction period
- review the organisation of some group activities to avoid confusion and help children who are new to the setting understand what is expected of them.

## Setting details

<b>Unique reference number</b>	EY468174
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10356837
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Astwood Bank Pre-School Limited
<b>Registered person unique reference number</b>	RP907793
<b>Telephone number</b>	07733133231
<b>Date of previous inspection</b>	12 September 2018

## Information about this early years setting

Astwood Bank Pre-School and Nursery registered in 1994 and re-registered as a limited company in 2013. The setting employs nine 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 to 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.

## Information about this inspection

### Inspector

Hayley Lapworth

## 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 setting and discussed the safety and suitability of the premises.
- The inspector held a meeting with the manager and had discussions with her staff. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents and 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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