

Inspection of Foundry Road Preschool

St. Andrews United Reformed Church, Foundry Road, KINGSWINFORD, West
Midlands DY6 9BA

Inspection date: 21 November 2019

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

What is it like to attend this early years setting?

The provision is outstanding

Staff provide an exciting, broad and challenging curriculum that meets each child's individual needs. They have extremely high expectations for what children can achieve in preparing them for the next stage of their learning. They plan and deliver a wide range of fascinating activities that motivate and engage children. The environment is fantastically well equipped and highly stimulating. In turn, children develop high levels of curiosity, imagination and concentration. They delight as they fill cupcake tins with their soil mixture and stir 'leaf soup' with real kitchen utensils in the outdoor mud kitchen. All children, including those with special educational needs and/or disabilities (SEND), thrive in this setting. On arrival, they eagerly run into the environment and join in activities with their peers. Children have built strong relationships with staff and are exceedingly happy, secure and settled. They demonstrate exemplary behaviour and are incredibly kind to one another. Staff are very positive role models and consistently reinforce the setting's rules to children. They encourage children to listen carefully to instructions and help them to understand the importance of keeping themselves safe. For example, while making fruit kebabs, children identify that the skewers are sharp and could hurt them if not used correctly. Children are increasingly independent. They serve themselves snack, pour drinks and remember to wash their hands before mealtimes. They reserve their place at the table by selecting their photograph from the self-registration board.

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

- Staff's teaching inspires children to join in with activities. Children are very keen to learn and are respectful towards one another during play. They are fascinated as they push model mini-beasts into play dough and examine the shapes they make. Children are developing excellent mathematical skills. They independently count that the butterfly has 14 spots and talk about what shapes they can see.
- Managers are very experienced and passionate about what they do. Staff supervision is a high priority. Managers meet termly with staff to discuss observations of their practice and set targets for the future. Staff comment that they find managers very approachable and extremely supportive. Managers encourage staff to share regular, reflective feedback. This informs the setting's action plan to make continual improvements to the already remarkable environment and teaching.
- Staff provide children with amazing opportunities to learn about the wider world. They teach children to respect their surroundings and everyone's differences from an early age. For example, children recycle and litter pick as they walk to a local care home to sing and draw with the elderly. As a result, they have a growing understanding and appreciation of people and communities beyond their immediate experience.

- Staff get to know each child and their family exceedingly well through initial home visits. Parents comment that staff are 'amazing' and they are very happy with the progress their children make at setting. Staff regularly invite parents in for learning workshops and share lots of information with them. This gives parents ideas of how to extend their child's development at home.
- Staff have an outstanding knowledge of how children learn and what skills they need to develop next. Staff expertly enhance children's language by emphasising key words and introducing new vocabulary during play. As a result, children's communication, language and literacy skills are developing exceptionally well. Children work together to identify and count different vegetables and explain that fruit grows 'on the ground' from a 'seed'. Staff encourage children to develop a love for reading. They use story sacks when telling stories to children to help bring them to life.
- Managers place a huge focus on supporting children as early as possible, particularly those with SEND. In turn, staff rapidly identify any gaps in children's learning. Managers use funding extremely well to help children fulfil their potential. Staff work tirelessly with a wide range of professionals to support children's development. They receive in-house training sessions to continually update their already excellent knowledge and skills. Following recent training, staff have begun to use simple signs during everyday routines to further support children's communication skills.
- Children demonstrate high levels of self-control and persist when they face challenges. They thoroughly enjoy working together as a team to construct a den under the table. Children use a range of materials and shine torches to explore their shadows.
- Staff skilfully teach children the importance of leading a healthy lifestyle. They provide children with a vast range of healthy snacks to choose from and talk to them about the impact physical exercise has on their bodies. Children take part in weekly movement and dance sessions, during which they learn to express themselves and move their whole bodies.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have an excellent knowledge of the possible indicators of abuse and neglect. They attend regular training about child protection and wider safeguarding issues. Staff know who to contact should they have a concern about a child. They fully understand the importance of working together to monitor children's attendance and changes in their behaviour. Managers implement policies consistently. They follow robust recruitment processes that help to ensure the suitability of adults working with children. They ensure staff and visitors do not use their mobile phones and cameras in the presence of children. Staff are highly vigilant to potential hazards in the environment to keep children safe and secure.

Setting details

Unique reference number	EY410642
Local authority	Dudley
Inspection number	10116389
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	35
Number of children on roll	78
Name of registered person	Rachel Tatler and Samantha Lavender Partnership
Registered person unique reference number	RP529792
Telephone number	01384 820012
Date of previous inspection	20 April 2015

Information about this early years setting

Foundry Road Preschool registered in 2010. The setting employs 10 members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 4. The setting opens from Monday to Friday, during term time only. Sessions are from 9am until midday and from 1pm until 4pm. A lunch club is provided daily from midday until 1pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dale Ramsey

Inspection activities

- The inspector completed a learning walk with the management team, observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector observed the staff and children as they played and held discussions with them at appropriate times during the inspection.
- Parents talked to the inspector about their views of the setting.
- The management team and the inspector discussed the leadership and management of the setting.
- The inspector sampled documentation, including staff suitability checks and children's records.

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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