

# Cheylesmore Pre- School

Inspection report for early years provision

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<b>Unique Reference Number</b>	507720
<b>Inspection date</b>	20 May 2008
<b>Inspector</b>	Karen Eunice Millerchip
<b>Setting Address</b>	Cheylesmore Community Centre, Arundel Road, COVENTRY, CV3 5JX
<b>Telephone number</b>	07768187912
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<b>Registered person</b>	J Takhar and E Wardle
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Cheylesmore Pre-School opened in 1965. It operates from self-contained rooms at Cheylesmore Community Centre in the Cheylesmore district of Coventry. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 15:30, during school term times. Children have access to a secure enclosed play area.

There are currently 48 children aged from two years to under five on roll. Of these, 24 children receive funding for early education. Children mainly come from the local community and attend for a variety of sessions. The pre-school currently supports a number of children who speak English as an additional language and children who have learning difficulties and/or disabilities.

The pre-school employs six members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in a healthy environment. Personal care routines for children are good. They wash their hands before meals and after toileting. Children's well-being is supported if they become ill or have an accident because most staff members are trained in first aid. Accident and medicine records are maintained confidentially and first aid boxes are readily available. However, some preparations are out-of-date and this could potentially impact on children's well-being.

Children are well-nourished because they are provided with a good range of snacks. Children learn about healthy eating because they choose from fruit, breadsticks and vegetables at snack times. They also enjoy 'sandwich making sessions' which introduce many discussions about different aspects of being healthy. Drinking water is always available and replenished as needed. Children have their health and dietary needs met because staff work well with parents and ask questions about children's allergies and food preferences. Parents provide packed lunches which are stored correctly. They are offered advice on 'healthy' lunch boxes and staff encourage children to eat savoury food first.

Children get plenty of fresh air and regular exercise as they are able to access the inviting outdoor play area during every session. Children are developing their balance, control and co-ordination as they use wheeled toys, bats and balls and play group games. They have plenty of space to run about and let off steam. Indoors, children take part in music and movement activities and join in with action rhymes to reinforce the importance of exercise to keep them fit and healthy.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, secure and safe, indoor and outdoor environment, which is suitable for the purpose. Rooms are well ventilated, brightly decorated and prepared before children arrive. Staff warmly welcome children and parents and know them all by their first names. Artwork, pictures and posters are displayed throughout. Children are cared for in key worker groups to provide a sense of security and stability. Staffing ratios are well maintained throughout the day to provide ongoing support for children.

Children use toys, equipment and furniture that is safe, clean and in a good condition. They are checked, before and after use, by staff and storage enables older children to access equipment safely. Children are able to move around freely and safely. Rooms are appropriately organised to effectively use the space available. A stimulating environment where the children are happy and secure has been created.

Positive steps have been taken to identify and minimise hazards to support children's safety. Written risk assessments of the premises are conducted and reviewed regularly. Staff understand health and safety issues within their environment, as they complete daily visual checks of areas, equipment and resources. Children are learning to take responsibility for their own safety because they have clear rules and boundaries which they are reminded of. For instance, they know that they do not run around indoors and do not climb into the sand pit. There are clearly defined procedures for emergency evacuation and a named person who is responsible for

checking emergency lighting, extinguishers, alarms and fire exits to ensure the safety of children and adults.

Children's welfare is effectively safeguarded because staff demonstrate a sound knowledge and understanding of child protection issues and procedures. They are aware of their roles and responsibilities in ensuring that children are protected from abuse. A clearly written policy is in place and shared with parents to promote their understanding. Children are only released into the care of known individuals and they are never left alone with persons who have not completed relevant checks.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, settled and having fun. They enjoy a good range of activities and experiences, both indoors and outside, that contribute to their learning and all round development. Children sing songs, engage in imaginary play and listen to stories. They have regular access to a range of materials, such as sand, water, play dough and paint, which enhances their creativity. Children are provided with a selection of good quality, age-appropriate toys and resources. The environment is bright, stimulating and displays of children's artwork are evident throughout. Spontaneous and focussed activities link to the book of the week and children confidently include familiar parts of the book into their play. Staff link planning to the Foundation Stage, however, on occasions activities are not sufficiently adapted to meet the needs of individual children. Consequently the challenge is not appropriate as it is not at their level of ability or understanding. This is particularly evident during large group activities. Lunchtime sessions are generally well organised however, children are expected to sit and play quietly for extended periods of time whilst waiting for other children to finish their lunch. This results in some restless and bored behaviour being displayed which disrupts the flow of the group.

Children have a warm and caring relationship with staff and are at ease to go to staff members for comfort, reassurance and support. Children interact with adults and they are beginning to learn to play with and alongside others. They readily engage in conversation and young children are gaining confidence and developing their communication skills as staff respond promptly and appropriately to their questions and gestures. Children are frequently praised for their efforts and achievements and as a result they are motivated to learn and display good levels of self-esteem. Group games link to the current themes and encourage children to explore counting, turn taking and positional language such as under, over, in and out.

### **Nursery Education**

The quality of teaching and learning is satisfactory. An appropriate balance of adult-led and child-initiated play ensures children are motivated and engaged in a varied range of appropriate activities. Staff use their sound knowledge of how children learn to provide a stimulating environment which reflects all children's backgrounds and the wider community. Staff use a suitable range of teaching methods to motivate children so they are keen to learn and make progress. They constantly join in with children's play to extend their learning and they generally adapt activities to provide children with realistic challenge. Planning is based on topics and covers the six areas of learning. Assessment is based upon observations recorded in children's records of progress and staff informally consider children's next steps in learning. However, they have not yet devised an effective system of evaluating these records, to formally identify children's current stage of learning to ensure planning identifies appropriate challenge. Staff

manage children's behaviour effectively and provide them with good strategies to help them learn to manage their own behaviour.

Children are comfortable in their surroundings and enjoy the time they spend at nursery. They have a secure relationship with staff and have begun to develop friendships with their peers. Children are starting to develop their independence skills, for example, they open pots and juice cartons, insert straws and use some cutlery at lunch time and they are encouraged to put on their own play aprons, shoes and coats. Children communicate confidently and are learning to take turns in conversations. They are beginning to understand that written words convey messages and they enjoy listening to their favourite stories. Early writing skills are emerging because children have access to mark-making materials. A self registration system is confidently used with most children recognising their own name and more able children identifying initial letters or their friends' name.

Children are beginning to show an interest in numbers and counting. They sing action songs such as, 'five green speckled frogs' and count in everyday routines, for example, when they line up to go outside. Children show an understanding of basic addition and subtraction through practical activities such as, working out how many children can play in the water. They explore sound with musical instruments, listen to music and sing for enjoyment. The outdoor environment is used for learning purposes. Children show excitement and enjoyment as they search for flies and worms to examine under a magnifying glass and identify the correct insect on picture cards. They actively explore and investigate as they put on their 'wellies' to dig in the mud and water the vegetables that they have planted. Children have access to a computer and programmable toys, which develop their knowledge of how things work. Their physical skills are developing well through regular outdoor play and a variety of activities that encourage children to exercise their muscles and develop balance, control and co-ordination. Children handle a range of tools and small equipment to enhance their manipulative skills, for example, scissors, brushes, cutlery and writing implements

### **Helping children make a positive contribution**

The provision is good.

A warm, welcoming environment has been created within the setting. Children are cared for as individuals because key staff know them well and they talk to parents to find out about any additional needs or requirements. Suitable arrangements are in place for supporting children with learning disabilities and/or difficulties and the setting positively promotes inclusion. Staff work in partnership with other agencies to help children reach their full potential. All children have access to the facilities, activities and play opportunities, in order to promote their welfare and development. Children are actively encouraged to talk about home and their experiences and they are learning to appreciate and value each other's similarities and differences. They are able to choose from a satisfactory range of resources and activities that encourage their understanding of diversity in the wider community. Children access a variety of multicultural books, dolls, small world people and jigsaw puzzles. They take part in some planned activities based around religious and cultural festivals, for example, celebrating Diwali and Christmas. Books promote positive images of race, culture, gender and ability and all children have access to the full range of activities. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved and are learning to show care and concern for one another. They are made aware of the rules and boundaries through gentle reminders from staff and their self-esteem is promoted as they are frequently praised for effort and achievement. Their sense

of belonging is enhanced through consistency of care and the effective use of positive behaviour management strategies. Staff exchange information, with parents, about methods used to manage behaviour and they work together to resolve any problems that may occur.

Children's general welfare is appropriately enhanced and supported because parents are welcomed and important information is shared to ensure consistency. Displays around the setting provide general information about aspects of the pre-school. Parents comment positively on the warm and friendly relationships that they and their children have with a consistent and supportive staff team. They value the positive approach that the staff have towards promoting care and play.

The partnership of parents and carers is satisfactory. Staff take time to discuss children's individual needs when they join and settling in visits give children a sense of belonging. Parent's views are sought and respected through questionnaires and a suggestion box. Information is given through the prospectus, leaflets, displays and notices around the setting. Newsletters are sent out regularly. Parents are invited to exchange information in respect of what they know about their children by completing a questionnaire. Staff share ideas to encourage them to continue some play and learning activities at home. For example, some parents know the current topic because the planning is displayed. Parents are able to discuss their child's development through discussions with staff.

### **Organisation**

The organisation is good.

Children are happy and relaxed in a friendly environment. They are greeted on arrival and rooms are welcoming. Activities are varied and familiar daily routines provide children with security and consistency. Children move between rooms to facilitate different types of play. Space, furniture and resources are appropriately organised to effectively support children's learning and encourage their independence and freedom of choice.

Children's welfare is promoted by committed management working alongside a motivated staff team. Records, policies and procedures, which are required for the safe and effective management of the provision, are appropriately maintained. Robust systems are in place to ensure the continued suitability of staff and there are secure procedures for recruitment and induction. Staff to child ratios are well maintained and children receive appropriate interaction and supervision. They are allocated a key worker to promote consistency in care. Overall, children's needs are met.

The leadership and management are satisfactory. Management and staff are committed to improving the quality of care and the provision of nursery education by developing their knowledge and understanding of the Foundation Stage curriculum. Regular staff meetings take place to monitor and evaluate the provision and identify areas for improvement. Staff appraisals have been introduced to identify individuals' strengths and weaknesses and areas for professional development. Staff are encouraged to contribute their ideas within staff meetings and when evaluating activities. They work closely with the local authority and evidently act upon any advice given.

### **Improvements since the last inspection**

At the last inspection the provider was required to address five issues regarding documentation, procedures and policies. The pre-school group now meets all requirements with regards to

documentation, policies and procedures to promote the care and learning of children who attend the setting.

They were also required to improve opportunities for children to develop their independence and self-care skills. Children are enabled to develop self-help skills throughout daily routines such as, putting on play aprons, coats and shoes and during lunch time.

The provider was also required to continue to develop assessment and planning in order to effectively plan for children's next steps, in particular to ensure that activities and challenges are appropriate and meet children's individual needs. This area has been reviewed and is still being evaluated.

Develop systems for monitoring and evaluating the provision of nursery education in order to build on strengths and to effectively identify areas for improvement. Systems are now in place and include seeking parent's views to help improve the service provided.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- monitor contents of the first aid box to ensure items remain suitable for use
- review lunch time sessions to ensure children are not expected to sit quietly for extended periods of time.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- devise an effective system of evaluating assessment records to formally identify children's current stage of learning and to identify appropriate challenge within the planning

- ensure children's individual needs are provided for within large group sessions.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)