



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 507720

DfES Number:

### INSPECTION DETAILS

Inspection Date 24/05/2004  
Inspector Name Lynn Morris

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Cheylesmore Pre- School  
Setting Address Cheylesmore Community Centre  
Arundel Road, Cheylesmore  
Coventry  
West Midlands  
CV3 5JT

### REGISTERED PROVIDER DETAILS

Name The partnership of J Takhar, J Joshi, E Wardle and G Chauhan

### ORGANISATION DETAILS

Name J Takhar, J Joshi, E Wardle and G Chauhan  
Address Cheylesmore Pre School, Cheylesmore Community Centre  
Arundel Road  
Coventry  
West Midlands  
CV3 5JX

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Cheylesmore Pre School opened in 1965. It operates from self contained rooms at Cheylesmore Community Centre in the Cheylesmore district of Coventry. The Pre-School serves mainly the local community.

There are currently 33 children on roll. This includes 17 funded three-year-olds and 8 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 to 15:30.

There are seven staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. There are two staff currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Cheylesmore Pre-School provides good quality sessional care for children. They are cared for in a safe and stimulating environment where their 'work' and 'pictures' are valued and displayed. Children engage in a very good range of activities and play, both indoors and outside, which meets their individual stage of development well. They choose from a very good range of resources and follow a broad and balanced curriculum. Space is effectively used to ensure the planned curriculum meets the needs of older and younger children.

Health and safety of the children takes priority and effective systems used by staff ensure that children are safe at all times. Some current storage systems for toys and equipment need to be reviewed. Staff are committed to training and their annual training plan provides a good range of courses to enhance their practice. Children make good relationships with each other and adults. They respond well to strategies

used by staff to promote positive behaviour and as a result behaviour is good. Children with special needs and who speak English as an additional language receive good staff support. They work closely with parents and other agencies to ensure all children's needs are fully met.

Communication with parents is good and the key worker system enables parents to receive regular information about their child's progress. Most documentation and records are kept to a good standard. However, there are some omissions in the policy documents. Procedures for registration of staff and children, and for obtaining written permission to give medication are not complete.

#### **What has improved since the last inspection?**

Not applicable, as there were no actions raised at the previous Inspection.

#### **What is being done well?**

- Staff are committed to attending training and development to enhance their practice and service to parents and children.
- Children access a very good range of play materials and activities both indoors and outside. Activities are linked well to themes and meet the individual stages of development for both older and younger children attending the setting.
- Children have very good relationships with each other and staff members. Staff have good strategies for behaviour management which enable children to try and resolve conflict for themselves. As a result children are well behaved.
- Children have access to all usable space at the setting. Activities are planned well and take place both indoors and outside. Children's work is valued and displayed using all available wall space, cupboards and doors.
- Children are cared for in an environment where safety is given priority. Good systems are in place to ensure that children cannot leave the premises during arrival and departure.
- Children with special needs and English as an additional language are supported well by staff members. Children are given copious amounts of one to one staff time and are enabled to take a full part in pre-school activities.

#### **What needs to be improved?**

- the registration system to include times of arrival and departure of staff and children
- the current practice of storing toys and equipment in plastic carrier bags
- the procedures to obtain written permission to give medication to include all children who are receiving medication

- the inclusion in relevant policies of an uncollected child procedure and a procedure for staff to follow for professional abuse.

### Outcome of the inspection

Good

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Review registration procedures to include times of arrival and departure of staff and children.
6	Ensure that children do not have access to plastic carrier bags.
7	Ensure that written permission from parents before administering medication is obtained for all children requiring medication.
14	Review policies to include procedure for professional abuse in the child protection policy and procedure for uncollected children in the lost children policy.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Cheylesmore Pre-School provides an environment where children are making very good progress towards the early learning goals. They make very good progress in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

Teaching is very good. All key staff have attended Foundation Stage and Curriculum Planning training and other relevant courses. They use their knowledge to plan a curriculum, which helps children progress along the stepping-stones in all six areas of learning. The daily routine is well balanced; themes are linked to daily activities and include good use of the local area and community. Good systems are used daily for observation and assessment. Daily planning is evaluated at the end of each session and includes details of individual children's next step of learning. Staff have good strategies for encouraging positive behaviour and as a result children are well behaved. Relationships are fostered well and many firm friendships have been formed. Children's needs arising from special needs and language needs are supported well and encouragement to fully participate in all activities at pre-school is given high priority.

Leadership and management of the playgroup are very good. Staff work as an effective team and they support each other well. There are good systems in place to assess the strengths and weaknesses, to make changes and improve care and education.

Partnership with parents is very good. They receive good, clear information about the setting and the weekly activities taking place for each topic and area of learning. They are able to meet with key workers to discuss their child's progress at open afternoons every term. They contribute what their child already knows and are able to become involved directly in their child's learning.

### What is being done well?

- Children's personal, social and emotional development is very good. They make good relationships with each other and adults and they are excited and motivated to learn.
- Children's behaviour is very good as a result of effective strategies used by the adults to help children resolve conflict for themselves. They have clear boundaries and staff have high expectations of their behaviour.
- Children including children who speak English as an additional language, are confident speakers. Their language is skilfully extended by staff's constant interaction and use of questions during group times and activities. Children have opportunities to use different languages.

- Children have many opportunities to count and to recognise and compare numbers both indoors and outside. Most can count confidently to ten and beyond, using counting spontaneously during play.
- Children's physical development is progressing very well. They climb and balance with increasing control, throw and catch and use wheeled toys with confidence. They have opportunities to sing and dance.
- Children's creativity and imagination is fostered and nurtured well. They use their imagination and resources available to create more complex imaginary games, many based on real life experiences.
- Leadership and management of the playgroup is very good. Staff are supported well and encouraged to develop their own skills. Children's learning is monitored and evaluated. Staff work as an effective team and morale is high.

#### **What needs to be improved?**

- Point for consideration:
- the opportunities for children to understand and use calculation during everyday activities.

#### **What has improved since the last inspection?**

At the last inspection staff agreed to improve and expand the programme for Knowledge and Understanding of the World and opportunities to investigate. Technology needed to be addressed in terms of resources and teaching.

Staff have made very good progress in this area. Children learn about the natural world, how things change and grow and have many opportunities to investigate objects and see how things work. Teaching of this area and resources provided are very good.

Staff also needed to develop planning, especially daily planning, so that staff knew why they were teaching various activities.

Teaching in all areas is very good. Staff plan a curriculum which progresses children along the stepping stones in all six areas of learning. Planning details weekly and daily activities and identifies resources needed for each topic. Plans are evaluated daily and weekly by staff to ensure that the intended learning for the children has been achieved.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make good relationships with each other and adults. They are interested and excited trying new activities and show delight when engaging in play. Behaviour is good as a result of staff's constant praise, support and intervention during disputes. Children's sense of community and self-esteem are developing well. They talk confidently about their families and important people in their lives. Children can dress, undress and pour drinks. Good adult support is given to less able children.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children are confident speakers and use a good range of vocabulary. It is extended using questions during activities and group time. Children with English as an additional language speak well and are supported by staff, who speak community languages. Children use three languages when counting. They enjoy listening to stories and can recall past experiences. They make marks and practise writing daily. Some children can write their name unaided. They are beginning to link letters to sounds.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have activities, which help them to recognise and compare numbers. They count and practise counting daily. Most children can count to ten and beyond and use counting during play. They are developing an understanding of calculation and anticipate, how many will be left, when singing number rhymes. Opportunities to use calculation during activities are not always fully used. Children use positional language during play. They make sequence patterns and match by size and shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world, how things grow and where things come from during activities and real life experiences. They use construction materials and make recognisable models daily. They use the computer confidently and select resources to find out how things work. They have talks and visits from people in the local community and make good links to their theme. Through a programme of planned festival celebrations, children are developing an understanding of culture and beliefs.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children have activities indoors and outside, which help them to be active. They climb, balance and use wheeled toys with control and co-ordination. They learn to throw and catch and roll hoops with confidence. Children with special needs are supported well to take part in physical activities. They have dance sessions every week. They learn about how to keep their bodies healthy. They use a range of small tools and equipment with confidence and are developing fine manipulative skills.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children draw and paint daily. Resources, different materials and media enables them to create pictures and make models. They use musical instruments during songs and enjoy singing familiar songs and action rhymes. They use resources in the domestic play area to create imaginary experiences. They contribute ideas and thoughts to create more complex imaginative play. Children select resources, which stretch and challenge their imagination. They are beginning to communicate their feelings.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues arising from this inspection. The following is raised as a point for consideration:
- increase opportunities during every day activities for children to begin to use calculation.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*