

# Cheylesmore Pre-School

Inspection report for early years provision

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**Unique reference number** 507720  
**Inspection date** 17/02/2011  
**Inspector** Hazel White

**Setting address** Cheylesmore Community Centre, Arundel Road,  
COVENTRY, CV3 5JX

**Telephone number** 02476507821

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Cheylesmore Pre-School opened in 1965. The pre-school operates from a self-contained unit within Cheylesmore Community Centre. It is on one level with wheelchair access. It is situated in Coventry and serves the local community and surrounding areas. There is a fully enclosed outdoor play area.

The setting may care for a maximum of 31 children aged from two to under five years at any one time. They are registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 62 children on roll, all of whom are within the early years age range.

The setting opens five days a week and sessions are from 8.30am until 4pm. Morning sessions are from 8.30am until 12.30pm and afternoon sessions from 1pm until 4pm. The setting opens during term times only.

The pre-school employs eight staff who work directly with the children. All hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are not appropriately safeguarded because systems for checking staff suitability are not secure. However, they are making good progress in their learning and development. Planning is tailored to meet their individual needs. Satisfactory partnerships with parents and other professionals help to ensure that children are cared for in an inclusive environment that provides consistency of care. The provider demonstrates a sound commitment to developing practice. Monitoring systems to help evaluate practice and improve outcomes for all children are in their infancy.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- develop and implement a system to ensure that adults looking after children or having unsupervised access to them are suitable to do so (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 28/02/2011

To improve the early years provision the registered person should:

- create records that are clear and accessible so that parents can contribute effectively to the observation and assessment process to support their child's learning and development
- provide further opportunities for children to develop and use their home language in their play and learning in order for all children to value linguistic diversity
- lead a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for improvement that will improve the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Staff are clear about their responsibilities in relation to dealing with child protection concerns. They clearly recognise signs and symptoms of abuse and are aware of the procedure to follow. The child protection policy is shared with parents to help ensure that all adults are aware of their individual and collective roles and responsibilities. However, the setting does not have secure vetting and recruitment procedures to ensure that adults are suitable to work with children. No records are kept on staff other than their qualifications and training courses recently attended. Therefore children's welfare is compromised. An appraisal system is being introduced which will enable staff to discuss their personal development and identify their training needs more effectively. A risk assessment has been conducted and measures put into place to minimise any potential hazards to children. Staff deployment ensures that children are supervised well and supported in their learning.

Parents share good information about their children's care and learning needs. This information is effectively used to plan experiences tailored to individual children's interests and capabilities. As a result children are appropriately challenged. Staff are available on a daily basis to talk to parents about their child's care and progress and they receive information about the setting through newsletters and an informative noticeboard. However, children's assessment records are not readily available or clearly written. Parents are therefore not able to make comment or support their child's learning in a meaningful way. Parents comment positively about the provision, for example, about how approachable staff are and the support given to help children achieve their best.

Links with other local early years settings children attend are being developed to help ensure consistency of care and learning. Policies and procedures are inclusive and appropriate systems are in place to support children with special educational needs and those who speak English as an additional language. For example, staff utilise available support mechanisms such as speech and language therapists and know where to access specialist equipment if needed.

Meetings at the beginning and end of the session give staff the opportunity to share good practice, views and ideas. The manager demonstrates a sound capacity

for improvement and has started to make changes, some of which have a positive impact on children. For example, working closely with early years advisors to change planning and successfully applying for a grant to revamp the outdoor area. Systems to evaluate practice are in their infancy and are therefore not fully effective. The views of staff and others are not gathered or used to inform the setting's self-evaluation or assess priorities for future improvements.

## **The quality and standards of the early years provision and outcomes for children**

Children have access to a wide variety of resources and activities which are age and stage appropriate. They confidently interact with adults and form strong friendships with each other. Staff have a good understanding of the early learning goals and how children learn through play. Planning includes children's interests and identifies the next steps for their individual learning. The environment is organised well to promote children's independence. For example, resources are readily available and mostly stored at child height. Children move freely between activities both indoors and outside. Staff engage well with children to support their understanding and enjoyment and extend their play. As a result, children are making steady progress in their learning and development.

Mark-making and pre-writing skills are evident throughout the setting as children draw, make notes and use diaries to record pretend appointments. A cosy book area encourages children to enjoy books. They listen intently to stories, extending their love of books and their understanding that words carry meaning. Children are learning to recognise their names as they self-register and more able children enjoy games which help them to match sounds and letters.

Children have daily access to technology, using computers and programmable toys which will support them in later life. They use their imagination well. For example, they collect items from around the room to put into their shop and make their own price tickets. Dressing up in a range of clothes supports their fantasy play. Children pretend to be princesses and make wands from construction toys to complete their outfit. Others are superheros using magnetic circle shapes as discs to create magic powers. Regular art and craft activities allow children to make and create, paint and explore different textures. Their artwork is attractively displayed so that it can be appreciated, thereby enhancing the children's self esteem.

Children begin to develop an understanding of the local community as they walk around the local areas and visit the local school. They celebrate festivals from around the world and use a range of resources which are representative of other cultures. This helps children learn about similarities and differences amongst people in society. Displays and visual aids support children who speak English as an additional language. Staff ask parents for key words in their home language although they have not fully considered how this information could be used to further extend children's respect for other children's backgrounds and home language.

Children with special educational needs and/or disabilities are supported well. Toys and equipment are accessible to all and care is taken to ensure that resources depict a variety of abilities. Children are learning to take turns and share equipment as they play together. Any disputes are used as opportunities for staff to develop children's understanding of fair play. Children know what is expected of them through familiar routines and clear explanations.

Children are cared for in a clean and healthy environment. Good hygiene routines help prevent cross-infection. Children enjoy opportunities to play outdoors throughout the session, which ensures they benefit from exercise and fresh air. They competently climb large equipment and balance along beams. They learn about healthy eating and are encouraged to try different foods. For example, cheese, crackers and fresh and dried fruit are available at snack time. Staff help children understand how to keep themselves safe. For example, staff explain the consequences of walking around with scissors and children know they must sit when eating and drinking. Risk assessments are carried out on a regular basis to help ensure children's safety.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children). 28/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children). 28/02/2011