

Cheylesmore Pre-School

Inspection report for early years provision

Unique reference number 507720
Inspection date 12/12/2011
Inspector Hazel White

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

Telephone number 02476507821

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 58 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 members, 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 satisfactory.

Children settle easily in this friendly pre-school setting. A key person system is in place to help ensure that children's individual welfare needs are suitably known and met and processes are being developed to support children's learning effectively. There are satisfactory links with other support agencies, although, methods for sharing information are not fully efficient. All required policies and documentation are in place. The management team demonstrates a sound commitment to developing practice, although, self-evaluation is not used as a tool to identify a variety of areas for further development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the use of observations and assessments to identify learning priorities for all children, so that there is a consistent approach throughout the pre-school setting and involve parents more in children's ongoing assessments of their learning and development
- improve the organisation of the setting by developing the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage
- develop the sharing of information with key staff where children receive support from other agencies.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have a sound knowledge of possible signs of abuse and the procedures to follow if they have concerns about a child in their care. The designated person has attended appropriate training. The staff team have worked together for many years, however, there is a clear employment procedure in place if the need arises. This ensures that children receive care from staff, who have undergone the required suitability checks. An appraisal system is currently being developed to check the ongoing suitability of staff and to identify their training needs. Children use premises that are safe and secure and they are supervised well at all times. Visual daily safety checks are completed and written risk assessments are available for all aspects of the provision.

Staff talk to parents on a daily basis about their child's care and the activities they take part in. Parents receive information about the setting through newsletters and an informative notice board. However, some parents are unable to make comment or view their children's assessment records because they are not readily available or regularly updated. This reduces their opportunities to extend their children's learning in the home. Children who will be transferring to the local primary schools enjoy opportunities to meet their future teachers at the pre-school setting. Policies and procedures are inclusive and appropriate systems are in place to support children with special educational needs and/or disabilities 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. However, the manager does not have effective systems for sharing information with key workers, which may mean that some children are not appropriately challenged.

The provider and team are developing a clear vision for the development of the pre-school with the support of the local authority. They aim to serve the children from the local area with a homely, well-run pre-school where their welfare and learning needs are met effectively. The action raised at the last inspection has been addressed. All staff have been suitably vetted. The team are, however, still developing methods for observing and accessing children's progress and ensuring that they are accessible to parents. Systems to evaluate practice are still not fully in place. The views of all staff and others are not effectively 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 enjoy their time in the pre-school and develop close relationships with staff and with each other. They make good use of the outdoor play area for regular fresh air and exercise. For example, children put on their waterproofs and wellington boots before jumping in puddles. They climb equipment and ride

wheeled toys. Children's health is effectively promoted. Healthy and nutritious snacks are provided and drinking water is accessible at all times. They develop awareness of their personal safety because staff make some use of opportunities to help them understand the reason for behaviour boundaries, such as why they should not climb on the furniture. In addition, they gain understanding of fire safety because staff provide them with opportunities to practise the emergency evacuation procedure.

Children behave well and show consideration of the needs of younger ones when they are playing. They are keen learners and enjoy an interesting selection of planned activities, as well as time for free play. Staff make some use of observations to identify children's current learning needs. However, this is an informal process, so clearly identified next steps in learning are not consistently in place and records are not always readily available for parents to view. Therefore children's progress towards the early learning goals is not maximised.

Children have suitable access to technology and programmable toys, which will support them in later life. For example, they use a camera to take photographs of their friends and compliment them on their 'brilliant smile'. Regular art and craft activities allow children to make and create, paint and explore different textures. They are very proud of the things they make for Christmas, such as Santa's, stockings and Christmas baubles for the tree. Their art work is displayed, so that it can be appreciated, enhancing the children's self-esteem.

Mark-making and pre-writing skills are evident as children draw and note and make pretend appointments in their role play. This supports children's understanding that print carries meaning. Children access a suitable range of books in the comfy corner and listen intently to their favourite stories, extending their love of books and their understanding that words carry meaning. They begin to develop an understanding of the local community, as they visit the greengrocers to buy vegetables to make soup and local police officers come to the setting to talk about their work. Children also celebrate some festivals from around the world and use a range of resources, which are representative of other cultures.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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