

# Cheylesmore Pre- School

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

<b>Inspection date</b>	20/03/2014
Previous inspection date	12/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are active learners who arrive at pre-school eager and excited and use the available toys and resources creatively and with confidence.
- Practitioners build positive relationships with parents and keep them informed and involved in their children's care and learning.
- Children are protected because practitioners have a secure understanding of their role and responsibility to safeguard children. They implement effective practices to minimise hazards to children and, as a result, keep them safe.

### It is not yet good because

- Not all children's records or learning journal records are held on site. This does not enable practitioners to effectively monitor progress and plan for their individual needs.
- Current self-evaluation lacks rigour and is not yet robust enough to accurately identify all strengths and weaknesses, or inform ongoing improvements to the childminder's practice.
- Procedures for supporting children in the transition to school are not fully established to promote continuity of care because information about children's learning and development, their interests, preferences and their attitudes to learning are not included.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector looked at documentation, policies and a sample of children's learning journal records. Staff's qualification were checked as was their suitability.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.
- The inspector spoke to staff and children present and observed activities taking place both indoors and outdoors.
- The inspector looked around the premises and discussed aspects of safety.

## Inspector

Tracey Boland

## Full report

### Information about the setting

Cheylesmore Pre-School was registered in 1965 and is on the Early Years Register and compulsory part of the Childcare Register and is privately owned. It operates from a self-contained unit within Cheylesmore Community Centre. There is an enclosed outdoor play area. The nursery is open from 8.30am until 4pm term time only. Morning sessions are from 8.30am until 12.30pm and afternoon sessions are from 1pm until 4pm. Children attend for a variety of sessions. There are currently 63 children attending who are in the early years age group. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs nine practitioners. Of these, seven hold appropriate early years qualifications at level 3, one practitioner has an appropriate early years qualification at level 2 and one is unqualified. The setting receives support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure records are easily accessible and available, including children's progress records, to systematically monitor progress and plan for their individual needs.

#### To further improve the quality of the early years provision the provider should:

- improve current self-evaluation processes so that they are robust enough to accurately identify strengths and weaknesses, and inform ongoing improvements to practice
- extend systems for transition procedures to promote continuity of care, to include information about children's learning and development, their interests, preferences and their attitudes to learning.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff are aware of the prime and specific areas of learning. Teaching through a range of adult-led and child-initiated activities generally supports children's learning. The manager and staff plan a variety of activities based on the information gained through their observation and assessment of children as they play. Planning identifies interesting activities for all children and they are eager to become involved. Each child has a key person who undertakes planned and spontaneous observations and assessments of

children's learning. However, not all of the children's records and learning journals are held on site. Therefore, staff are not able to effectively monitor children's progress to ensure their learning is sustained.

Parents share information about their child with their child's key person, including the starting points in their learning. Appropriate arrangements are in place to support children with English as an additional language. Staff gain key words from parents to enable them to communicate with them and meet their needs and labels in languages other than English are displayed within the setting. Staff work closely with other professionals involved in children's lives, such as speech and language therapists, the special needs coordinators and educational psychologists. Picture cards are used to enable children with limited communication skills to become familiar with the daily routines which ensure they feel valued, included and able to progress.

Children have opportunities to make marks inside and outdoors. Pens and pencils are freely available and staff support children to become familiar with their names. For example, each child self-registers each day by collecting their own card with their name and their photograph on and places it on a board so staff know they are present. Children extend their imagination and recalling known events through role play. They thoroughly enjoy dressing up in a variety of costumes, masks and hats. Children enjoy reading books, both individually and as a group and join in with familiar text or well-known stories. They re-enact the staff's role, reading to their friends and asking questions about the pictures that are displayed on the walls including naming the colours on a rainbow poster. Children have many opportunities to develop their small muscle skills using scissors to cut out their own hand prints as they make their mother's day cards, using brushes and glue sticks to stick them onto the cards. Children are actively involved in making their own play dough. They help to place the ingredients together, mixing them and talking about how sticky the mixture is until they add enough flour. Staff ask questions to encourage them to think and recall when they have made it before and provide resources from the role-play area to enable them to make the dough into cakes, such as rolling pins, cake cutters and a toy microwave to cook them.

### **The contribution of the early years provision to the well-being of children**

Behaviour within pre-school is good. Children are supported well by staff to understand the importance of sharing toys, taking turns and being considerate of others. Staff praise the children for their good behaviour which helps build their confidence and self-esteem. Interaction between staff and children and children and their friends are positive and clear relationships have been formed. Children learn about diversity and the wider world through the positive images that are displayed and a variety of resources including small world play, role play, books and dressing up. Children learn about different cultural events throughout the year which encourages their understanding of similarities and differences. They are encouraged to make their own choices with regard to play and move safely within the areas available to them. They benefit from plenty of fresh air each day as they can choose when they wish to play outside. They begin to understand the importance of being active and exercise on their bodies and staff design assault courses that encourage them to jump, run and move between equipment, encouraging control and coordination.

They confidently climb the steps of the slide and understand the need to sit down carefully before they slide down. Most staff hold valid first aid certificates and deal with any minor accidents swiftly. Clear recording of any medical needs takes place and are shared with parents who countersign all documentation.

Children's dietary needs and preferences are known by staff. Fresh water and milk are provided and during the inspection children enjoyed rice cakes and fresh fruit at snack time. Parents provide packed lunches for their child and lunchtime is a social occasion as children sit with staff and talk about their day. Children are encouraged to be independent at mealtimes, such as helping themselves to their packed lunches and eating the healthier options first. They understand the importance of washing their hands at appropriate times throughout the day, therefore, learning suitable hygiene routines. They access the bathroom independently and the staff meet the personal care needs of the younger children well to ensure their comfort is maintained with regard to nappy changing.

Children are encouraged to gain skills in preparation for school, such as putting their coats on before outdoor play, developing early writing skills and developing their social skills and forming relationships. Staff support them to be confident and good communicators. However, arrangements to children to get ready for the transition to school are not yet established, such as meeting with the teachers from local schools, becoming familiar with the environment they will be going into and the sharing of information about children's learning and development, their interests, preferences and their attitudes to learning.

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

Children are kept safe because staff supervise them closely at all times and they currently exceed the required ratios of staff to children. Records are held for all visitors to pre-school and children are not left unattended with any not vetted adults. Processes for the safe recruitment of staff are in place. This includes an interview, seeking references and a thorough induction programme to ensure they are fully aware of all aspects of the service and their role and responsibilities. All staff hold Disclosure and Barring Service checks to confirm they are safe to be in the proximity of children. Written policies and procedures reflect the ethos of care and are shared with parents. Key policies are also displayed, for example, the importance of not using personal mobile phones and cameras within the setting. Staff hold early years qualifications and access relevant training courses, which include safeguarding, first aid and special educational needs training. This ensures that their knowledge of current practice and legislation is up to date and children are kept safe. Staff demonstrate a good understanding of their role and responsibility in protecting children in their care from abuse and neglect. They fully understand the various signs of abuse they may encounter and the procedures to follow in the event of any concerns being raised about a child in the setting. Written risk assessments clearly identify potential risks within the setting and garden and the steps taken to minimise them. Daily visual checks take place and staff are vigilant with regard to keeping children safe.

The educational programmes are monitored by the manager who regularly looks at each child's learning journey record to ensure observations and assessments enable staff to

clearly identify children's next steps in their learning. As a result, children make satisfactory progress. Support and guidance is gained through visits from the local authority development worker who offers advice for the ongoing development of the service. For example, the manager is introducing the use of peer observations to monitor practice and identify potential areas for training and development which will enhance the service. The setting is fully aware of the benefits of self-evaluation and since the last inspection staff now seek the views of parents about the service they receive through verbal discussion. However, the information is not used to reflect on practice sufficiently to enable staff to review all aspects of care and set targets to improve the service. Future plans are in place to extend this to gain more formal feedback from parents through the use of questionnaires which will be used alongside staffs own reflection of practice to enhance the service provided.

Staff have formed secure working relationships with other professionals involved in children's lives which provide continuity of care and support their development. Children who have English as an additional language are supported by staff who find out about their individual needs and seek key words in the child's home language to aid their communication. Clear support is provided for children with special educational needs and/or disabilities, providing continuity of care and support through care plans and the setting of clear targets to aid their progression. Satisfactory arrangements are in place to keep parents up to date with their child's progress, achievements and stage of development. Parents spoken to during the inspection speak positively of the care they and their children receive. Staff are approachable and easy to talk to and parents feel they keep them informed of their child's day. They feel their children are happy and settled within pre-school and have lots of activities throughout the day.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	507720
<b>Local authority</b>	Coventry
<b>Inspection number</b>	877243
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	31
<b>Number of children on roll</b>	63
<b>Name of provider</b>	J Takhar and E Wardle Partnership
<b>Date of previous inspection</b>	12/12/2011
<b>Telephone number</b>	02476507821

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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