

Cheylesmore Pre- School

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



Inspection date

21 January 2015

Previous inspection date

20 March 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Some staff members do not sufficiently adapt activities so that all children's interest is maintained. Younger children explore the texture of mashed potato mixed with powder paint, but older children lose interest quickly because their learning is not extended.
- The monitoring of the educational programmes does not ensure consistent teaching across the staff team.
- Children's critical thinking is not consistently maximised. Some staff do not give children time to think about how they want to respond to open-ended questions.
- Staff do not consistently maximise children's mathematical learning with regard to different sizes, space, weight and measure.

It has the following strengths

- Children's emotional security is addressed well. Staff build good relationships with children and with parents.
- Children benefit from flexible use of indoor and outdoor play space. Staff challenge them effectively to develop physical skills through planned and spontaneous activities.
- Children are safe because staff ensure that potential risks are identified and minimised. Staff are aware of their responsibilities to supervise children and protect them from abuse and neglect.
- Children's independence is promoted well by staff. They readily collect and put on their coats before playing outside, and confidently request help with fasteners if needed.

What the setting needs to do to improve further

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

- ensure that consistently effective teaching results in continuous differentiation during all adult led or supported activities, so that all children are inspired and challenged successfully.

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

- improve the monitoring of practice to ensure that the standard of teaching is consistent across the staff team
- extend children's critical thinking by giving them time to think about how they want to respond when questions are asked
- extend mathematics teaching by supporting children in identifying different weights, sizes, distance and speed; for example, when they place vehicles of different sizes into guttering that they have propped against large pots.

Inspection activities

- The inspector observed activities in the playrooms and the outdoor play area.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector held meetings with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability and qualifications.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jan Burnet

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff practice is inconsistent with regard to teaching so that all children make best progress. Staff provide a good variety of activities for children to enjoy and there is a balance of child-led and adult-led or supported activities. They plan for individual learning and older children are suitably prepared for school. However, some staff do not adapt activities sufficiently so that all children's interest is maintained. For example, staff choose the colour of powder paint to mix with mashed potato, and younger children are happy to explore the mixture with their hands. Older children show less interest. An opportunity is missed for them to choose different colours and learn how to create colours through mixing them. Children's language development is generally promoted well; however, staff sometimes fail to give children thinking time in response to open-ended questions. Children demonstrate good manipulative skills while they play with table top toys and tools, such as scissors. They are encouraged to count and they learn to recognise numerals, but an awareness of size, space and measuring is not maximised. For example, they place cars into guttering that is propped against a large pot, but staff do not talk with them about why some do not fit inside and why some travel faster than others.

The contribution of the early years provision to the well-being of children is good

Staff create a welcoming environment for children and parents, and children's relationships with staff are good. Parents provide clear information on their child's needs and staff address their different care needs well. Children's good health is protected because staff encourage them to be physically active. For example, a group time for younger children is planned to encourage them to move their bodies in different ways and gain an awareness of positional language. The use of positive reinforcement as a behaviour management strategy boosts children's confidence. Their independence is promoted effectively, for example, they can choose and select toys for themselves. They play in a safe environment and learn how to keep themselves safe.

The effectiveness of the leadership and management of the early years provision requires improvement

Staff are aware of their responsibilities with regard to supervising children and protecting them from abuse and neglect. Procedures for recruitment, selection and induction are appropriate and vetting procedures for staff are thorough. The provider/manager ensures that all staff members' child protection knowledge is kept up to date. She is aware through her review of the provision that teaching is variable, and with the support of local authority advisers she is beginning to address this during supervision meetings with staff. However, monitoring of the educational programmes is not fully effective. The partnership with parents is good and parents share very positive views on the provision. Staff work effectively with parents and other professionals to support children with special educational needs and/or disabilities and children who speak English as an additional language. Links with local pre-schools and schools have been established to ensure continuity for children.

Setting details

Unique reference number	507720
Local authority	Coventry
Inspection number	967626
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	31
Number of children on roll	54
Name of provider	J Takhar and E Wardle Partnership
Date of previous inspection	20 March 2014
Telephone number	02476507821

Cheylesmore Pre-School was registered in 1965. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one holds an early years qualification at level 2. The pre-school opens term-time only, from Monday to Friday. Sessions are from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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