

# Cheylesmore Pre- School

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



<b>Inspection date</b>	16 October 2015
Previous inspection date	21 January 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff engage in children's play and use skilful questions that encourage children to think, experiment and compound their knowledge and skills. Children are motivated, eager to be involved and make good progress.
- Children's personal, social and emotional development are supported well and they show that they feel safe and secure. Children receive lots of praise and encouragement and behaviour is good.
- All children are seen as unique individuals and staff provide care that meets their individual requirements. The needs of disabled children and those with special educational needs are met very well. Cohesive working between parents and other professionals ensures continuity of care.
- Staff are vigilant with regard to the safety of children. Potential risks within the environment are identified and action is taken to minimise them. Staff are fully aware of the signs of abuse and are fully aware of the procedures to report concerns.
- Leadership and management are effective in evaluating practice. The manager and staff strive for improvement to provide high-quality care and education as shown by improvements made since the last inspection.

### It is not yet outstanding because:

- Children are not always fully supported to develop an understanding about different people in the wider world.

## What the setting needs to do to improve further

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

- help children to develop an even deeper understanding about a diverse range of people in the wider world.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-schools quality manager.
- The inspector held a meeting with the pre-school manager and quality manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of the leadership and management is good

The management and staff have a good understanding of the Early Years Foundation Stage requirements and they implement them effectively. The arrangements for safeguarding are effective. Recruitment, selection and vetting procedures for staff are thorough. Since the last inspection, the manager, staff and newly appointed quality manager have reviewed routines for observing and assessing children. Clear, concise planning enables staff to identify different learning abilities and ensure they are targeted, so all children make good progress in relation to the starting points in their learning. The management support staff through training, supervision and appraisals. They regularly observe staff's practice, in order to discuss strengths and areas for improvement. Self-evaluation includes the views of parents, staff and children and is used to clearly identify particular strengths in practice and areas for development.

### Quality of teaching, learning and assessment is good

Staff ensure that children's learning builds on what they already know and can do. Monitoring of the educational programmes enable staff to focus precisely on the differing abilities of the children and provide activities that interest and motivate them to learn. Children's communication and language skills are continually encouraged. Staff ask questions and introduce new words through play. Children take an active role in making dough, measuring the ingredients and mixing together. They use mathematical language through play as they identify more than, less than, tiny, teeny and enormous. Children enjoy role play, making pretend food and drink for their friends. They re-enact familiar routines and chatter excitedly on the play telephone to their friends and families.

### Personal development, behaviour and welfare are good

Staff value children as unique individuals. Detailed information gathered from parents about their child is used effectively to incorporate their individual needs into the day. Children enjoy time outdoors each day. Activities and play opportunities successfully support their learning and encourage them to be physically active. A variety of fresh fruit is provided at snack time and fresh drinking water is available at all times. Staff promote children's social skills and independence and encourage good manners. Children are encouraged to share, take turns and negotiate through play. Staff acknowledge differences and children develop their understanding of the traditions and celebrations of their peers within the group. However, children are not yet fully supported to develop an even deeper understanding about a diverse range of people in the wider world.

### Outcomes for children are good

Staff support children effectively, so that they make good progress and develop skills in readiness for the move to school. They gather information from parents about starting points for learning and observe, assess and plan effectively for the next stage in their development. Staff work cohesively with parents to provide continuity of care, in order to meet children's care needs and continually promote their learning.

## Setting details

<b>Unique reference number</b>	507720
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1004458
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	49
<b>Name of provider</b>	J Takhar and E Wardle Partnership
<b>Date of previous inspection</b>	21 January 2015
<b>Telephone number</b>	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, 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 disabled children and those with special educational needs.

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