

# Berkswell Pre-school Group

Berkswell Reading Room, Meriden Road, Berkswell, Coventry, West Midlands, CV7 7BE

## Inspection date

04/10/2012

Previous inspection date

18/09/2008

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children benefit from the positive interaction with practitioners during their play when their personal, social and emotional development is promoted at all times.
- Children make satisfactory progress in their learning and development as staff skilfully engage them in an interesting range of hands-on learning experiences.
- Effective risk assessments ensure the premises and equipment are suitable and secure so children can play, explore and investigate in safety.

### It is not yet good because

- Children's individual learning needs and the next steps in their learning are not fully identified because the systems to track children's individual progress are newly introduced and not yet fully embedded.
- Children do not have enough opportunities to enjoy energetic play. The garden is not big enough for children to run around and expel energy and the indoor environment is not utilised effectively to allow for indoor physical play.
- The system of self-evaluation is newly developed and although key areas for improvement have been identified, it does not yet ensure children benefit from improved practice in all areas.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities within the setting and during outside play.
- The inspector spoke with children, parents and staff and held a meeting with the manager.
- The inspector looked at relevant documentation which included staff qualifications, staff and committee member's suitability checks, an improvement plan, planning and children's observation and assessment records and risk assessments.

## Inspector

Karen Millerchip

## Full Report

### Information about the setting

Berkswell Pre-school Group is run by a committee and operate from the Meeting Rooms, located in Berkswell village. The group have access to a large hall, an adjacent dining area, a quiet room, kitchen and toilets. There is also an outdoor play area.

The pre-school group is open during term times on a Tuesday, Thursday and Friday from 9.15am to 11.45am and when the need arises a lunch club is offered until 1.15pm. The pre-school is registered on the Early Years Register. There are currently 14 children on roll. The setting supports children with special educational needs and/or disabilities.

There are three members of staff available to work in the pre-school. The manager is working towards gaining Early Years Professional status and the deputy holds a qualification at level 3.

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

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

- Broaden the planning of the educational programme to provide increased opportunities for active play both indoors and outside.

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

- extend the process of self-evaluation to fully include the views of others and to monitor all areas of the provision
- broaden the planning of the educational programme to provide increased opportunities for physical development by providing time and space for children to practise moving in different ways and at different speeds.

### **Inspection judgements**

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

Staff have an appropriate understanding of how children learn and develop which supports their satisfactory progress towards the early learning goals. Children learn through play as staff are attentive and enthusiastic as they support children to develop new skills. Staff are beginning to use open-ended questions to encourage children to become active learners and develop problem-solving skills. For example, staff ask children about size, shape and texture as they roll out the play dough to re-create the face of a bear. Children settle well in this welcoming environment where their learning and development is suitably supported.

Children freely choose their favourite toys from a wide range of resources and learning opportunities. The indoor environment is mostly suitably organised to ensure the educational programmes cover all areas of learning. Children are provided with interesting activities that provide appropriate challenge and they are confident to try out new skills when they feel able. Children have daily access to outdoor play where they experience a variety of learning opportunities which include sand and water play and riding sit on toys. However, the outdoor space is not big enough for children to run freely and the indoor space is not utilised effectively to allow children to be more physically active.

The computer is an obvious favourite and children are skilled at using the mouse to activate educational programmes. They laugh in delight as they accurately select piano keyboards to play a tune and rotate train track to complete a circuit. Children are learning about sharing and taking turns and staff use effective techniques to support children who find sharing more difficult. For example, they give clear explanations about sharing and taking turns and support for children in finding another interesting activity when they have to make way for another child.

Parents provide information about their child on entry and are kept informed of their child's progress on a daily basis. Some children are new to the setting and staff are starting to make observations to assess starting points in their learning and development. Observations are recorded and with the support of the manager, newly-developed systems are used to identify and track these children's actual stage of learning. The manager is clear that if observations show that a child needs extra support, this will be planned for. However, this is not yet in place for all children so planning for next steps in learning is not yet consistent and could hinder children's progress.

The key person system is effective in building good relationships with children and parents. They are clear about the role of the key person and are confident to share information from home. Staff know the children well, have formed good relationships and provide for their individual needs. Therefore, children are comfortable and happy to invite staff to join in with their play.

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

Children are supervised by the well deployed staff team, which helps to protect children's health and safety. The key person system enables children to form secure attachments with staff, resulting in children feeling settled and secure in the provision. Systems are in place to help new starters settle quickly into the setting, resulting in children separating from their main carers with ease. Personal, social and emotional development is a key area in this setting and children show respect for each other and their environment. They play well with their friends, display good behaviour and are learning about good manners. Staff act as positive role models and support children to become familiar with the routine of the setting. Regular praise and encouragement offered by staff promotes children's self-esteem and independence. Children are learning about keeping each other safe as they are regularly heard to say 'be kind' or 'good team work' as they play together as staff gently reinforce the group rules.

Children are encouraged to develop their personal independence and to recognise their own needs in preparation for starting school. For example, children choose their own drinks at snack time, discussing how they have washed their hands to ensure there are no germs. Children bring a piece of fruit for snack time and their awareness of developing a healthy lifestyle is promoted through discussions about food that is good for them. They have daily access to a small outside play area that is currently being developed to promote all areas of learning in the outdoor environment. Children go on walks where they learn

about the changing seasons, farm animals, farm vehicles and the local community. This extends their knowledge of the world around them.

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

The newly formed team are committed and motivated to develop the setting. The manager is well qualified and has a clear vision for the setting which is shared by the staff team. Both recommendations raised at the last inspection have been addressed. Systems of self-evaluation are in the early stages of development. Staff have shared their views and verbal input from parents has been received. This has resulted in key areas for improvement being identified and timescales for implementation set. A newly developed tracking system, which is linked to the Development Matters for the Early Years Foundation Stage guidance, is in place which the manager uses to monitor every child's progress. Staff are being coached in the use of this system to support them in the completion of children's assessment records. However, this system is not in place for all children and could hinder the rate at which they progress.

Clear recruitment and vetting of staff helps to ensure children are cared for by a suitable staff team. New committee members are undergoing checks to confirm their suitability. The manager is highly qualified and works as part of the team and models good practice. Other staff have a suitable awareness of teaching and learning that complement one another. This means children benefit from a skilled staff team that are keen to bring about future improvements. Staff appraisals are also planned for future implementation to ensure the training needs of staff are identified and met.

Partnership working with parents and carers is developing well. Verbal information is shared on a daily basis, promoting an integrated approach to children's care and learning. Parents comment positively on the setting's service and the clear information they receive. They feel fully informed about what their children have been doing and they confirm they receive information about how they can contribute to their children's learning. The manager is very clear on the benefits of developing links with other providers and arrangements are being developed to bring about consistency in children's progress and development.

Arrangements for safeguarding children are appropriate. Staff are confident in their role in child protection and most staff hold current paediatric first aid certificates. The setting is securely maintained and staff use an effective process of risk assessment to ensure potential hazards are minimised in all areas. Parents are also informed of procedures to be followed to further promote the safety of the children. For example, they have received letters confirming the procedure for dropping off and collecting their child and the procedures for answering the door whilst the group are operational. Playrooms and resources are suitably organised to create a warm and welcoming environment where children can explore and investigate in safety.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

Unique reference number	250022
Local authority	Solihull
Inspection number	850303
Type of provision	

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Berkswell Pre School Group
<b>Date of previous inspection</b>	18/09/2008
<b>Telephone number</b>	07710289459

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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 that are usually their 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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