

Cedars Pre-School

Exhall Cedars Infant School & Nursery, Trenance Road, Exhall, COVENTRY, CV7 9FJ

Inspection date

Previous inspection date

14/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

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 2

The quality and standards of the early years provision

This provision is good

- The pre-school provides a very welcoming environment for young children with a wide range of easily accessible resources to promote independent play.
- Staff work well together and use key persons very effectively to liaise with parents and help children settle in.
- Links with the school are strong, which supports any transitions children make. The support and involvement of the foundation stage manager ensures that there is consistency of planning and assessment throughout the early years settings.
- Partnership with parents is working well and they are involved in their children's learning and development from the start.

It is not yet outstanding because

- There is scope to improve the use of displays in relation to children's home language to better support children with English as an additional language.
- There is scope to improve opportunities to use the outdoor learning environment to support all areas of learning.

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 children's free play choices in the playroom, outdoor play in the snow and children's lunch time.
- The inspector spoke with the pre-school manager and staff and the foundation stage manager at appropriate times throughout the day.
- The inspector looked at children's files and assessment records, the setting's self-evaluation document and a range of policies and daily records.
- The inspector took into account the views of several parents spoken to on the day.

Inspector

Diane Ashplant

Full Report

Information about the setting

Cedars Pre-School registered in 2012 on the Early Years Register. It operates from one large room within a separate building in the grounds of Exhall Cedars Infant School and Nursery near Coventry and is managed by the school's governing board. Access is via the school playground and there are two small flights of steps leading into the setting. Toilet facilities are in the main school building. The pre-school serves the local and surrounding areas and has strong links with the school. There is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 29 children on roll, all of whom are in the early years age range. Some children are in receipt of funding for two- and three-year-olds. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications. The manager holds a level 6 qualification and another member of staff is working towards level 6. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- display words from other languages and invite parents and other adults to contribute
- develop further opportunities to use the outdoor play environment to support different areas of children's learning.

Inspection judgements

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

Staff show a good awareness of how to engage young children's interest and support their development, and have a clear understanding of the importance of the three prime areas in supporting their progress. Children are cared for in a bright and welcoming room which is divided into different areas of learning where children can access their chosen resources. They have access to various outdoor spaces, although sometimes opportunities to extend other aspects of their learning by use of the outdoor play area are not fully maximised. Children settle well and confidently initiate their own play, with staff providing engagement and support as appropriate. Children are developing into confident speakers as staff engage them in lots of conversation and encourage them to share tales from family and home. They happily go into the cosy book corner to select their own books or join in with the group story time. They enjoy sharing in action rhymes and musical games as they develop their language skills and practise remembered words and phrases.

Children have many opportunities to mark make with different materials, such as chalks and paints, and are encouraged to practise their early reading and writing skills. For example, they have their own name label for self-registration and some of the children write their names on their work. The setting currently cares for several children who speak English as an additional language and they are reassured by staff who also speak their

language. However, opportunities to help further develop confidence and familiarity with words by displays in their own home languages are not in evidence. Children are developing their understanding of shapes and sizes as they fit together construction pieces or make up puzzles. Numbers and colours are introduced into the daily routine as they are encouraged to count how many children are in the book corner or identify what colours different items are.

There is a good balance of children's choice with staff engaging with enthusiasm to extend their interest through ideas and prompts. They spontaneously join in their play, for example, as children investigate the dark tent with their torches and watch the shadows on the wall and the floor. Children explore their creativity as they feel the textures of bran and snow, play in the water pouring and filling up different utensils, or role play in the kitchen. They use chalks to design their own snowman pictures, or create a picture using glue and attaching different materials. Children are able to examine how things work as they use programmable toys and handle the computer, or watch how things change as snow turns to water and then leave it in the fridge to see what happens next. They show fascination as they discover a hedgehog in the garden.

Staff get to know children by their own observations of them at play and getting parents to share information about their development at home. They record these both spontaneously and in more detail and track how they are making progress by making links to 'Development Matters'. Ongoing discussion amongst the staff, and the weekly meetings together with the foundation stage manager as well as other staff, assists in the planning of children's next steps. A progress report is shared termly with parents so that all are working together to promote children's all-round progress.

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

Children's well-being is very well supported in this setting where they are welcomed by friendly and attentive staff who are reassuring as they settle, giving individual children the time they need to develop their confidence while providing lots of reassurance and suggestions for play opportunities to keep them interested. Children are adapting to the routine well and are developing their independence as they make their own play choices, growing in confidence as they receive praise from staff and proudly see their work displayed. Some children genuinely celebrate others' successes as they draw attention to the 'lovely picture' their friend has done. Children are developing self-care skills as they put on clothes to dress warmly for the snow and then remove wellingtons and hang up their coats when they come inside, some requesting to come in earlier as they feel cold. They independently seek out an apron and go to the sink to wipe their hands after a messy play activity. Some help lay plates and clear away after snack and lunch time. Children's behaviour is good and they make strong relationships with the staff, who engage naturally in their play and make learning fun. Social skills are encouraged in preparation for later transitions to nursery and school and to help children play well with friends, follow routines and share toys.

Children move freely around the pre-school and confidently access the different areas for play. They line up to go outside and play in the snow on the fields or use the exercise

trail. The setting has its own enclosed outdoor area and children also benefit from the use of the school's outdoor areas which provide lots of opportunities to develop physical skills and coordination. For example, they help make a snowman, discussing as it grows bigger and rounder and then pushing together to make it roll. Children's health is well supported through the daily routines. They have access to fresh drinking water daily and enjoy a variety of fresh fruit at snack time. Children have their own lunch boxes and sit sociably around the table with staff, who chat easily with them and encourage them to try the different contents. Any dietary needs are carefully discussed and clearly recorded so that all staff are aware. All staff have attended food hygiene training and are clear about food handling practices.

Children are learning to keep themselves safe through reminders from staff to play sensibly and to be alert to dangers. They take part in regular fire drills with the school. They line up responsibly to go outside, taking care as they go up and down the steps or making sure they don't slip on the pavement. They are reminded about developing a sense of responsibility for their own and others' safety as they move confidently around the room. Staff provide an appropriate balance between offering children guidance and allowing them independence with supervision.

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

Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities for keeping children safe and how to pass on concerns appropriately. They have all attended training in this area and this is also regularly updated. The setting has a well-presented display for parents featuring useful information about safeguarding. Staff routinely carry out other procedures, such as safe collection and ensuring a mobile-free space, and all daily records, such as the attendance register and children's details, are well maintained. Staff are alert to hazards and use both visual and written methods to monitor and ensure children are safe, both inside and outside. Daily routines, such as outdoor play and walking over to the main school to use the toilets, are well organised.

Staff have updated their knowledge of the new Early Years Foundation Stage Framework and have a good understanding of the welfare requirements. The staff team provide a relaxed and welcoming environment for parents and young children and work hard to help children settle and ensure their individual needs are well met. They work enthusiastically as a team and are continually reviewing and reflecting on their practice, both informally and through the weekly meeting with the foundation stage manager. The pre-school is an integral part of the school's foundation stage and all staff get together to discuss planning and practice. This ensures continuity of approach and helps cement good links for children's transitions to the school nursery and later on to reception class. Rigorous recruitment and selection ensures the suitability of all adults who care for the children, and all staff have regular supervision and an annual appraisal to monitor and support their practice. There is a good commitment to continuous development through training, and self-evaluation is part of ongoing practice.

Partnership with parents is strong and staff are very approachable and friendly, always

providing time to talk to parents. Each child has their own key person, which helps staff get to know both parent and child and ensure that appropriate support and encouragement is given to aid an easier settling-in time. As children arrive for their initial sessions, lots of time is given to parents and children so that, eventually, even the less confident children start to move around freely and engage in their own play choices. Very comprehensive information about the setting and the school, including information about the Early Years Foundation Stage, is shared with parents. All required information is taken at registration, including completing the 'all about me' form where parents are encouraged to share what they know about their child to help them settle. Other information is displayed for parents around the room and daily discussion with staff helps parents feel part of their children's day. Children's work, photos and observations are collected in their development folders which are easily accessible for parents to read. These are reviewed with parents at the termly meetings when next steps are discussed and shared, and parents are asked to comment on their child's progress. Parents are also being encouraged to share observations from their children's life at home and to record these so that staff are aware and can then include these in their planning.

Staff recognise the importance of supporting children's transition from the pre-school into nursery and school and therefore focus on maintaining good links with the school. Many children also attend the school nursery and staff ensure there is regular discussion with the teachers and that individual development records are shared. Parents particularly comment on the benefits of a continuum of care. When children attend several different settings within the school, including the before and after school club, staff use a communication book to ensure all important information is exchanged, which ensures a consistent approach for children.

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	EY447787
Local authority	Warwickshire
Inspection number	807858
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	29
Name of provider	Exhall Cedars Infant School and Nursery
Date of previous inspection	Not applicable
Telephone number	02476316034

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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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