

Fillongley Village Hall

The Village Hall, Coventry Road, Fillongley, CV7 8ET

Inspection date

Previous inspection date

30/04/2014

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 management team know the pre-school very well and accurately identify actions to overcome weaknesses that aim to improve practice and the provision for children over time.
- All children make good progress during the time they spend at the pre-school. This is because staff have very good awareness of individual needs and assessment and planning is in place for all children.
- Staff develop very positive relationships with parents and use a range of effective methods to strengthen the link between home and pre-school.

It is not yet outstanding because

- Staff do not plan how the outdoor space can be used to its full potential to further extend and enhance learning experiences for children.
- There is scope for staff to extend opportunities to support children's use of mathematical vocabulary and use of number names in their play.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the pre-school.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form and improvement plans.
- The inspector observed teaching and learning activities in the indoor and the outdoor environment.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager and looked at a number of policies and procedures and discussed progress tracking documentation.

Inspector

Rupinder Phullar

Full report

Information about the setting

The Village Hall was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. The pre-school operates from one room in Fillongley Village Hall, Coventry. There is an enclosed area available for outdoor play and access to an open grassed area at the rear of the building. The pre-school serves the local area and is accessible to all children. The pre-school opens Monday to Friday from 9am until 1pm during school term times only. There are currently 14 children on roll in the early years age range. The pre-school is in receipt of funding for the provision of early education for two- and three-year-old children. It employs three members of staff, including the manager, all of whom hold an appropriate early years qualification at level 3. There is also a volunteer who works part time. The pre-school 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:

- develop the outdoor environment so that children have further opportunities to explore, use their senses and do things in different ways and on different scales than when indoors
- enhance the already good practice in teaching children about mathematics by further developing opportunities for them to engage in activities to encourage a variety of mathematical vocabulary in their play.

Inspection judgements

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

Staff are experienced and well qualified and support children very well in their learning and development. They consider the needs, interests and stages of development of each child in their care and ensure experiences provided are challenging, interesting and enjoyable. Effective use is made of individualised assessment and planning to accurately identify the individual needs of each child and support their development. As a result, children thoroughly enjoy the time they spend at the pre-school and make good progress in all aspects of their learning and development. Staff provide a wide range of stimulating resources, which are accessible and open-ended so that they can be used, moved and combined in a variety of ways. Children enjoy the experience of using resources, such as wooden blocks, tunnels and a range small world people, to support their play experiences. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

The quality of teaching is consistently good and children benefit from excellent

interactions with all staff. Staff support their language skills through highly skilful modelling of vocabulary. Children engage in conversations when staff copy the sounds they make and benefit from making eye contact and being physically close with their key person. They show children how to pronounce and use words by responding and repeating what they say in the correct way, rather than saying they are wrong. They are attentive and skilfully asking open questions to engage children in sustained conversations, both in one-to-one situations and in small groups. Staff provide children with a broad range of experiences to develop their physical skills. In the indoor environment, children enjoy the experience of mark making using a variety of materials, such as in the sand pit and begin to balance blocks to build small towers. Children have access to an enclosed outdoor area in the field where they run around and engage in physical activities. They ride wheeled toys, play on the slides and use spades to dig pretending to grow sweetcorn. However, there is scope to extend the enclosed area so that the outdoor space can be used to its full potential to further extend and enhance learning experiences for children. Staff support children well to develop an understanding of the world when they play with wooden blocks pretending to build rockets. Language is modelled well to help children build on their vocabulary. For example, children use phrases, such as 'All aboard, let's go'. They use number names and count them in reverse order, such as, five, four, three, two, one, as they pretend to release the rocket into space. This supports their early mathematical skills and develops their creativity and imagination. However, children are not always provided with opportunities to enhance their mathematical skills. This is because staff does not always make best use of activities to allow children to practise a variety of mathematical vocabulary in their play.

Highly successful strategies are in place to engage all parents in their child's learning in the pre-school and at home. The detailed planning and reporting system help staff to keep parents informed about their child's learning. They provide them with regular assessments of their children's progress, including the progress check at age two. This means parents and the pre-school can work closely together to ensure children make good progress in their learning and development. It also means parents and staff can quickly identify and provide any additional support children may require.

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

Children form very good relationships with caring staff who meet their emotional and physical needs well. Children separate from their parents and carers with ease and are welcomed into the friendly pre-school environment where they are happy and enjoy what they are doing. Effective settling-in procedures are in place when children begin attending the pre-school. They make a number of visits, based on their individual needs, before staying for the whole session. Good quality information is gathered from parents, such as, specific dietary needs, medication, routines and comforters. Staff adhere closely to routines, such as nappy changing, ensuring children are regularly checked and individual parental wishes are respected. In addition, photographs of children posing with family members are displayed around the pre-school. This ensures continuity in children's physical and emotional well-being. Children are well prepared emotionally when they transfer into school. Transition documents and learning journals are completed and handed over to parents, to share with the school to ensure teachers are aware of each

child's individual needs before they start.

The manager and her staff team comply with requirements of health and safety legislation, ensuring that the pre-school room is safe for children to use. The manager maintains a flexible approach and ensures key persons are available when children are dropped off and collected. Staff are enthusiastic and encourage children to explore their surroundings, use their imaginations and play with other children. As a result, they show high levels of confidence and are motivated to try new activities and experiences. Children have access to a stimulating and well-resourced indoor and outdoor environment, which supports their all-round development and emotional well-being. A good range of experiences and opportunities are provided for them to develop independence skills. For example, children are supported to serve their own drink at snack times and hang their own coats up following outdoor activities. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet and gain an understanding of the need for physical exercise. For example, they talk about the contents of their lunch and children benefit from being able to freely access to the outdoor area.

Staff involve children in safety procedures throughout the day, in particular when they access the outdoor play area. Children demonstrate safe practices as they play. For example, they manoeuvre carefully past one another as they ride bikes outdoors. Children cooperate well with each other and know what behaviour is acceptable in the pre-school. This is because staff have agreed procedures outlining how to manage changes in children's behaviour and the rationale of this is shared with parents, to maintain a joint approach.

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

The management team have exceptional understanding of their responsibility to ensure the pre-school meets the requirements of the Early Years Foundation Stage. All staff demonstrate an excellent understanding of safeguarding children in the pre-school. For example, they recognise the importance of recording and sharing any unusual marks children may present with. All the staff have attended training on safeguarding. As a result, policies and procedures are implemented consistently and all concerns are prioritised and dealt with effectively. All staff are aware of the risks of social network sites and know who to contact if they observe practices within the pre-school that compromise the welfare of children. All staff working directly with children hold appropriate qualifications are suitable to fulfil the requirements of their role and have had appropriate checks carried out. This means that children's welfare and well-being is very well promoted. Children are protected further because staff make effective use of risk assessments to support them in ensuring the areas used by children are safe. Safeguarding practices are reviewed regularly and are well documented in improvement plans, alongside other areas for improvement, which are identified through thorough consultation with staff, children, parents and the local authority improvement advisor.

The management team know the pre-school very well and accurately identify actions to overcome weaknesses that aim to improve practice and the provision for children over time. The manager leads a well-qualified and experienced staff team. They are deployed effectively, using their skills and expertise skilfully to support children's learning and development. The manager has a good understanding of her role in monitoring the delivery of the educational programmes. She is well supported by her team to maintain an overview of the quality of teaching and learning provided. For example, staff welcome peer observations to develop good practice. Effective systems are in place to monitor progress for each individual child or groups of children attending. This ensures children's strengths and weaknesses are quickly identified and intervention is received at the earliest possible stage. This is further supported by effective supervision, induction and mentoring arrangements. This enables staff to discuss individual children's progress, address any issues and accurately identify training to support their own professional development, promoting the interests of children.

Partnerships with parents are excellent. They take an active part in their child's learning and are involved in decision-making on key matters. Parents use words, such as 'fantastic' and 'brilliant', when describing the relationships between staff and children and the quality of educational programmes provided. Partnerships with local schools and childminders are equally well established and significantly enhance children's all-round development. Partnerships with external agencies and other professionals are good. The manager and staff work well with early years providers in their local area and proactively seek advice from professionals to meet the needs of individual children.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY458744
Local authority	Warwickshire
Inspection number	930370
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	14
Name of provider	Fillongley Pre-School & Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01676542262

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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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