

Wyken pre-school

86th Scout Group, Oldham Avenue, COVENTRY, CV2 5EU

Inspection date

Previous inspection date

06/06/2014

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

- Children are offered a wealth of stimulating experiences that challenge their thinking and help them to develop their ideas. This is supported by skilled staff who have high expectations of them. As a result, children quickly become capable learners.
- The dedicated staff team expertly support children to develop early language and communication skills. They listen carefully to children and adapt the learning environment exceptionally well to suit individual needs. Consequently, all children are making excellent progress.
- Staff have established very positive relationships with children, parents and other professionals in order to provide very good support for children's care, learning and development.
- The staff team have an in-depth knowledge and understanding of safeguarding and this ensures that children remain very safe and secure while at this pre-school.

It is not yet outstanding because

- Staff currently make less use of information from local schools to prepare children for their move onto their next stage in learning after the summer.
- There is room to enhance the enrolment and registration processes in order to ensure more effective means of monitoring records obtained from parents.

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

Inspection activities

- The inspector observed activities in the main room and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the pre-school and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and the planning documentation.
The inspector checked evidence of suitability and qualifications of staff working
- within the pre-school, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents and children spoken to on the day.

Inspector

Rachel Howell

Full report

Information about the setting

Wyken pre-school is operated by Rosie and Jim's Childcare and was registered in 2013. It is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from a scout hut in Wyken, Coventry and serves the local area. Children play in a large playroom and an adjacent enclosed outdoor play area. The pre-school opens term time only, Monday to Friday from 8.30am until 4.30pm. Children attend for a variety of sessions. There are currently 35 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs five members of childcare staff, of these all hold appropriate early years qualifications, three at level 3 and two at level 2. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen the partnerships with local schools in order to adequately prepare children for their move on to school

- enhance the enrolment and registration process further by devising more effective means of monitoring the records obtained from parents.

Inspection judgements

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

Children make excellent progress in their learning at this pre-school because staff have high expectations of every child. Staff have thoughtfully planned the environment and designated the one large room into focused and stimulating learning areas. For example, the inviting small world area has interesting resources and ample space for children to create and explore imaginatively, enhanced with non-fiction books and photographs to inspire and stimulate children's exploration. Children of all ages select their own resources, therefore, promoting their independence. Staff have an excellent awareness of the learning and development requirements of the Early Years Foundation Stage. They develop individual next steps in learning that focus on and extend the skills children have already gained. Individual learning journal files provide a detailed ongoing record of children's interests and skills. This means that staff have a very effective understanding of each child's needs. As a result, all children are making excellent progress in all seven areas of learning and development. The required progress checks between the ages of two and three years are completed and staff work very hard to ensure that they are shared with the relevant health professionals in a timely manner. All educational programmes are

evaluated to ensure they are supporting children's continuing progress towards the early learning goals.

Staff structure the day flexibly and make full use of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. The setting leads interesting adult-led learning sessions. For example, animated key person group times exploring counting, vibrant group singing sessions and interesting new experiences, such as cooking activities. These offer children excellent opportunities to learn new skills in a social environment. These sessions are combined with many opportunities for child-initiated exploration. Consequently, children experience a very good balance of child-led and adult-led education. Staff are highly skilled in using spontaneous opportunities, children's interests, and available props to promote children's communication and early language development. They consistently demonstrate the ability to extend children's learning further through engaged discussion. Staff use excellent teaching techniques to encourage children to think, express their ideas and use their imagination. For example, through animated conversation and careful questioning focused on a helicopter flying overhead, staff ask 'Where is it going?' or 'What are they doing?', one child answers 'going to work'. They act as excellent role models, actively listening, patiently giving children thinking time and sensitively responding. The impact of this is evident in the high levels of energy, fascination and concentration observed in even the youngest children.

Children are focused and their exploration is purposeful. Development records show that all children are achieving exceedingly well, across all areas of learning. This includes children whose needs or circumstances require particularly perceptive intervention and additional support. Consequently, all children are being well prepared for the more formal and independent learning that will be offered to them when they move on to school. Partnerships with parents are very good. All of the parents spoken to commented on the excellent progress that their children were making, 'She is like a different child, it's amazing', 'I am so happy he is here, he has come on so much, I didn't believe it was possible'. The sharing and celebration of children's achievements and the support for the home learning environment is a strong focus for the pre-school. Parents comment they like that their child's learning journal file is easily accessible, 'We can pick this out anytime we are in and look at what he has been doing'. Staff work very hard to ensure excellent support for parents, one parent commented 'I was really struggling at home with my daughter's behaviour, they have really helped me with it'. The nursery demonstrates a very good commitment to working with other professionals including speech and language therapists, advisory workers and they are developing partnerships with other providers.

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

Children and their families are warmly welcomed and staff demonstrate, through their enthusiasm and professionalism, that each child is valued and respected. There is a well-established key-person system and children have formed secure attachments. The settling-in process supports this. It is tailored to meet the individual needs of each child and is flexible for the parents. During this time, staff and parents exchange a wealth of information. This helps staff to build upon good foundations in getting to know children.

However, there is room to improve the monitoring arrangements of the consistency of the information received, to ensure that all of the required information is obtained. Children demonstrate they feel secure in the setting as they confidently navigate around the environment, independently selecting resources. Staff are warm, friendly and nurturing with the children, as a result children share close bonds with them and their emotional well-being is high.

Children's safety is given utmost priority without restricting their independent exploration because staff are vigilant at all times ensuring children are well-supervised and kept safe. The pre-school places very high importance on children's personal, social and emotional development and fully supports them to form positive relationships with others. Behaviour management is excellent and very sensitive to individual children's needs. Staff are good role models for children. They speak pleasantly, politely and clearly to the children and encourage them to respect each other. They work closely with parents to reinforce boundaries for children, especially those who have difficulties in this area of their development. This effectively supports home learning and ensures children receive clear and consistent messages. This is further supported through daily group discussions and simple visual prompts outlining suitable behaviour and children's understanding of why this should be done. Staff also assist children through gentle reminders about 'walking feet' or 'kind hands'. As a result, children as young as two-years-old are learning to take responsibility in their play, cooperating and sharing resources and behaviour in the pre-school is excellent.

Children are supported to develop a very good understanding of the need to have a healthy lifestyle. They have access to fresh air and exercise daily and are able to move freely from the indoor and outdoor environments during the main part of each session. The pre-school's outside space is spacious and children enjoy running across the grass catching bubbles from the bubble machine. Children really like using the new paving to experiment with early writing using water and large brushes and navigating their way across the new safety flooring with their ride-on vehicles. Children are closely supported by staff to understand about keeping themselves safe and managing risks through appropriate discussion. For example, they are encouraged to come in out of the hot sun after playing outdoors for some time. During meal times children learn about healthy eating, hygiene practices and understand the importance of sitting at the table to eat their meals. They also learn excellent manners and social skills. The open and flexible snack time facilitates children's uninterrupted play. Staff ensure that they record not only that children have had their snack but also monitor their self-care learning during this time too; for example, noting if they have managed to pour their own drink. This effectively supports children to become confident and independent learners.

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

Rigorous recruitment procedures are in place to ensure staff are suitable to work with children. Induction of staff is very thorough and this is evident in the strong, capable and

knowledgeable team. Staff in the pre-school have an excellent understanding of child protection issues and children's safety is given utmost priority. They have all attended safeguarding training and the manager has completed advanced safeguarding and safer recruitment training, to develop her knowledge of how to keep children safe. There are clear lines of accountability and staff are vigilant. They demonstrate a thorough understanding of their responsibilities for ensuring children, are kept safe at all times. Detailed risk assessments are in place to ensure children are kept safe and thorough regular checks are made of both the indoor and outdoor areas.

The manager is entirely involved in the day-to-day setting, working directly with children. This provides a valuable opportunity for her to monitor practice closely. However, there is scope for the manager to devise more effective means of monitoring the records obtained from parents during the registration and enrolment process. Planned learning is closely scrutinised, to ensure children's experiences consistently offer them optimal challenge. Overall progress in learning is tracked and these processes help children maintain speedy progress across all seven areas of learning and development. The observation of staff and their performance appraisals helps the manager to monitor staff's performance, areas for development and provide opportunities for joint discussions about staff's professional development. The manager is aware of the importance of ensuring the staff team remains skilled and knowledgeable. As a result, there are clear training and development plans in place for all staff.

Staff share positive relationships with parents. A very good regular two-way flow of information facilitates good partnerships, through daily discussions and regular newsletters. They have high praise for the staff and make comments, such as 'They are friendly and welcoming and they have been so supportive'. Staff work collaboratively to self-evaluate the service they offer. They act promptly on advice and support they receive from the local authority and are keen to take on new ideas. The pre-school is developing links with other providers in the area. However, staff do not currently always promote partnerships with local schools to prepare children for their move onto their next stage in learning after the summer. Inclusive practice is very evident in the pre-school and staff work in close partnership with parents and carers to facilitate this. The manager and special educational needs co-ordinator for the setting use the monitoring and assessment of children's development and their links with other professionals to quickly identify children's additional needs. This means that children who require additional assistance or early intervention receive excellent support to extend their learning and to experience success.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	EY471619
Local authority	Coventry
Inspection number	948230
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	35
Name of provider	Rosie and Jim's Childcare Limited
Date of previous inspection	not applicable
Telephone number	07852575943

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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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