

# The Covey Pre-School

The Covey Pre School, Unit 4, Baileys Court, Webbs Wood Road, Bradley Stoke, BRISTOL, BS32 8EJ

## Inspection date

20/06/2014

Previous inspection date

11/10/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 strong management team have effective systems of self-evaluation and staff development, which enables them to strive for high quality outcomes for children.
- The good key-person system provides children for whom English is an additional language and those with special educational needs or disability with an adult that understands their uniqueness and promotes their well-being very effectively
- Staff teach children good mathematics skills, particularly, size, number and shape.
- Staff make precise assessments of children's development and using their exchange of information with parents and other professionals, meet children's learning well.

### It is not yet outstanding because

- Staff do not always promote literacy activities to extend children's reading and writing skills in preparation for school.
- Although children generally acquire good communication skills, there are some missed opportunities to promote children's widening vocabularies.

## 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 observed activities in the main playroom and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection and of the providers self-evaluation.
- The inspector held meetings with the senior managers of the pre-school.
- The inspector completed a joint observation with the deputy manager of the pre-school.

## Inspector

Dominique Bird

## Full report

### Information about the setting

Covey Pre-School registered in 1993 and operates from a playroom in a converted barn, in Bradley Stoke, South Gloucestershire and is part of Covey Nursery setting. The pre-school is open five days a week, 8am to 6pm, 50 weeks of the year. There is an outdoor play area within its nursery on the same site. The pre-school is registered on the Early Years Register. The pre-school support children with special educational needs and or disabilities. There are eight members of staff all of whom hold appropriate early years qualifications including one member of staff who has achieved Early Years Professional Status. The pre-school gets funding for the provision of free early education for children aged three and four-year-olds.

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

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

- develop the literacy activities to extend children's reading and writing skills in preparation for school
- enhance the staffs questioning techniques, for example, by using more open questions to better promote children's widening vocabularies.

## Inspection judgements

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

The staff have a good understanding of how to support children's learning effectively through planned activities. They take account of children's interests and use information gained from regular observations to deliver stimulating activities. For example, staff set out resources for large movement play for children that like to run around and burn off energy. Staff give clear guidance to help children understand how to fit pieces of puzzle together. They encourage children to think of ways to match the pieces, for example, by matching the things in the pictures. The staff skilfully use the large group activities, such as group time, to encourage children's talking and listening. They model how to talk by saying the names of objects in a basket. Staff allow time for each child to practise speaking in the group while they hide objects from the basket and encourage children to guess what is missing. They sensitively encourage those children who are still growing in self-assurance and praise all for their effort and achievement. Therefore, children develop the skills in listening, understanding and speaking through these activities.

Staff support children's language and communication skills by asking questions and by ensuring all children have equal opportunities to respond. However, the use of closed

questions at times is limiting the children's opportunities for further development of their communication skills. Staff reinforce learning covered during earlier activities, for example, when in the garden they look at the sunflowers they planted earlier. They support children's recall by talking to them about how they planted them, which in turn makes children talk freely about how they grow and their features such as what their petals look like. Children maintain concentration and participate willingly throughout the activities because staff are skilled at engaging them fully. This means that the staff are adept at helping children to develop a good disposition to learning. Consequently, children make good progress in their learning and development.

Staff invite parents to play an active part in the initial assessment of children's development when they start in the pre-school. An All about me booklet is filled in with details about children's development and their interests. Staff plan activities around this information to help children during the settling-in phase. Subsequently, they discuss children's learning with parents in daily feedback and agree the next steps for further learning. Parents offer suggestions based on the progress reports. Staff promote the recognition of children's first languages and this helps them to develop skills in understanding and speaking English. For instance, staff often use visual aids and sign language to communicate. This means that children have a sense of belonging because they have helpful clues while they learn English. Staff provide books in children's home languages. This approach of bilingual communication helps children to develop a firm foundation for their future learning.

Staff have discussions with parents about how they can best support children's skills in preparation for starting school. They share the understanding of helping children to develop independence skills in preparation for school. The staff set up activities in different sections of the pre-school on a daily basis. They follow children's lead to put out resources they have chosen for play. Therefore, there is a wide selection according to children's interests to promote play on their own, or with peers. All areas of learning are promoted effectively through the availability of a wide range of good quality resources. Therefore, children's play and learning are effectively supported in the pre-school.

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

The settling-in period is tailored to individual needs because staff allow time for children to grow use to the pre-school. This means children have ample time to form strong bonds with key persons who are assigned to each child. The staff work closely with its sister nursery and transition is a gradual process from when children reach two years old. As a result, children experience a smooth transition from nursery to the pre-school. Owing to the time allowed for some children to settle, their movement into the pre-school is a good learning experience for those who already attend. They learn to accept new children and to form friendships that foster good relationships with their peers. During the summer term, staff liaise closely with teachers at local schools where children are going to attend. When children are preparing to start school, their new teacher visits them at pre-school and the pre-school share their knowledge of the children's learning and development. Consequently, children are well prepared emotionally for their move to school.

Staff use age-appropriate methods to promote children's behaviour and place emphasis on a consistently positive approach, such as shaking a tambourine to seek children's attention and as an indication that it is time for them to tidy up. Therefore, children receive guidance and support that promote their good behaviour at all times. Children learn about healthy options due to the provision of wholesome snacks and meals. Staff competently promote children's self-help skills by encouraging all to serve themselves fruit. However, at other times of day, children's independence is less well promoted such as when dressing themselves to go outside.

The daily routine includes physical play in the outside area. Children learn about the importance of exercise as they run around during outdoor play with staff and peers. They take risks, such as balancing on walking stilts with the support of staff. This means children have opportunities to develop balancing skills as they focus on walking across the garden, under close supervision. Therefore, children gain confidence while developing their large muscle skills. On occasions, staff arrange a fitness club for children. While walking to the garden, children learn how to keep themselves safe when crossing the car park. The wealth of learning experiences contribute to a stimulating environment, which is well resourced with good quality toys and equipment. Therefore, children enjoy their time in the pre-school where their emotional well-being is effectively promoted.

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

The arrangements for safeguarding children in the pre-school are good. The management team and staff are well informed about their responsibilities to protect children in their care. This means children are kept safe. The manager and staff interact with one another in a professional manner. Consequently, they create a pleasant atmosphere and they are good role models for children whose well-being is effectively promoted. These are some of the procedures included in the operational plan for the pre-school and staff read these during their induction. The senior management team follow the safer recruitment procedures to appoint new staff and they ensure all are vetted for suitability. They implement rigorous procedures to clarify that staff remain suitable to work with children.

The management team has a well-developed understanding of the learning and development requirements. Good progress has been made with regard to previous recommendations, in particular to review children's learning and development. Therefore, children's learning is well supported. Regular team meetings provide opportunities for all staff to critically evaluate the organisation of the pre-school.

Parents contribute to the self-evaluation of the pre-school. They complete questionnaires and spontaneously give comments for the planning. Staff regularly ask children about the activities they enjoy and use the information to plan for further learning. The partnership with parents is good. The management team provide a wide range of information and materials for parents. The key persons share information daily and develop successful working relationships that support children's learning and care well. Parents are pleased

with the progress children make in the pre-school and they comment positively on the emphasis placed on social interaction. They trust the staff to prepare children for moving on to school, however, some feel their children could be further challenged in their reading and writing skills. Staff work regularly with other professionals to share information about practice. They have an awareness of activities delivered in other settings and how to complement these in the pre-school to support children's individual development.

### **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

<b>Unique reference number</b>	136095
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	842986
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Covey Childcare Limited
<b>Date of previous inspection</b>	11/10/2010
<b>Telephone number</b>	0117 9794190

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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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