

# Emscote Pre-School Ltd

Emscote County First School, All Saints Road, Warwick, Warwickshire, CV34 5NH

<b>Inspection date</b>	26/11/2014
Previous inspection date	15/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 educational programmes are well planned to provide challenging, interesting and motivating experiences for all children. As a result, they make good progress towards the early learning goals.
- The successful key-person system enhances staff's relationships with children and their families. Staff are committed to getting to know the children well. As a result, children settle quickly and build positive relationships with staff.
- Staff provide a welcoming, safe and secure environment. They have an effective understanding of safeguarding procedures and ensure that children are kept safe from harm.
- Partnerships with parents are successful and effectively promote a consistent approach to children's learning at home and in the pre-school.

### It is not yet outstanding because

- Staff do not always further extend children's understanding of the world by maximising opportunities for them to learn even more about people, communities and different ways of life.
- Staff do not make the most of information gained from parents about children's starting points to enhance children's progress from the earliest opportunity.

## 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 teaching and learning activities indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the pre-school's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Victoria Mulholland

## Full report

### Information about the setting

Emscote Pre-School was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Emscote County Infant School in Warwick, and is privately managed. The pre-school serves the local area. It operates from two classrooms, one of which is accessible via stairs, and there is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at levels 2, 3 or 5. The pre-school opens from Monday to Friday during school term times. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 51 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. Staff support 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:

- enhance provision by giving children even further opportunities to extend their understanding of the world as they learn more about people, communities and different ways of life
- use initial information gained from parents about what their children like, know and can do to identify starting points and next steps for learning, so that children's progress is maximised from the outset.

### Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. The quality of their teaching is good. Staff understand how children learn through play and provide a wide range of interesting activities and rich experiences to promote children's learning across the seven areas. There is a good balance between adult-led activities and opportunities for children to explore, investigate and lead their own learning. For example, staff provide a very interesting assortment of objects in a bits and bobs box, such as door handles, various keys and locks, an old-fashioned whisk, wind-up torches and a wind-up radio. Children are fascinated as they explore and investigate the objects. This effectively promotes their understanding of the world and how things work. However, there is scope to further extend children's understanding of the world by enhancing opportunities for children to learn more about people, communities and different ways of life. Staff use a variety of strategies to support

children's communication and language skills. They model language and ask questions to encourage children to express their thoughts and ideas. Staff use visual aids and some sign language alongside speech. This also effectively supports children who are learning English as an additional language. Early literacy and numeracy skills are promoted well as staff encourage children to count, compare sizes, join in with stories, songs and rhymes and make marks with a wide variety of materials. This actively supports children in acquiring skills that they will need in readiness for school.

Before children start attending the pre-school, staff obtain information from parents about what children like, know and can do. However, this information is not used from the beginning to identify children's starting points and next steps for learning. Consequently, children's progress is not maximised from the outset. Nevertheless, staff purposefully observe and assess children's skills and interests within the first months and get to know children very well. They use this knowledge to identify children's next steps for learning throughout the year. They effectively plan and tailor activities to meet individual children's needs and interests. Children with specific educational needs are supported because staff work in partnership with parents. They liaise well with other professionals to secure any additional support that may be needed. This enables all children to progress well towards the early learning goals.

Staff develop good relationships with children and their families. Parents and carers are invited to share information about their children's achievements or activities at home. They have opportunity to do this by writing their comments on a pretend leaf for the friendship and sharing tree in the pre-school entrance. Staff share these comments with children, which promotes children's self-esteem and sense of belonging within the pre-school. Parents are kept informed of children's progress through regular contact with key persons and access to children's learning journal records. Key persons complete termly progress summaries and share these with parents during review meetings. Parents are invited to add their own comments about their child's learning and development. Consequently, a consistent approach to sharing information about children's learning, both at home and in the pre-school, is effectively promoted.

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

The key-person system in the pre-school is highly effective in assisting a smooth transition from home to the pre-school. Key persons visit children and families at home before the child starts attending the pre-school. This facilitates the beginning of good relationships. Key persons leave a photograph of themselves so that children may remember and recognise them at the pre-school. Parents and carers are invited to stay with their child during their first session. This helps children and parents become familiar with the setting. As a result, children settle quickly and form warm, positive attachments with staff, which successfully promotes children's personal, social and emotional development.

Staff teach children about good hygiene practices and children learn to keep themselves safe as they wash their hands before eating and after using the toilet or messy activities. There are opportunities throughout the day to drink fresh water or milk and staff provide

healthy snacks, such as fresh fruit. Staff promote children's understanding of health by talking about healthy eating, for instance, as they make vegetable soup. Staff demonstrate excellent understanding of the necessity for children to be physically active. They purposefully organise daily routines so that these incorporate regular opportunities for children to move around. For example, before adult-led group times, children join in with circle games or songs that involve moving around in various ways, such as jumping or tip-toeing. This helps children to concentrate and listen well during the following adult-led activity. As this ends, staff give more opportunities for physical movement and action. Children also have regular access to fresh air and physical exercise as they play outdoors. Their large muscle skills develop as they push, pull and pedal wheeled vehicles.

Staff are good role models. They calmly and consistently provide clear guidance for children about what is acceptable behaviour. Staff teach children about sharing and taking turns. They warmly reinforce children's positive behaviour with praise and encouragement, which raises children's self-esteem. Children learn to play alongside and cooperatively with others. Staff encourage children to try to do things for themselves, such as putting on their coats. As a result, children are developing independence and personal care skills. This supports children in becoming emotionally well prepared for moving on to school. The pre-school has very strong links with the infant school in which it is situated. From January onwards older children can attend weekly assemblies at the infant school, supported by their key person. There are also opportunities for children to visit Reception classes in the summer term. Reception teachers, from all schools to which children will attend, are invited to visit the pre-school in the summer term. This effectively supports children in being ready to adapt to change at the end of their time in the pre-school.

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

Effective arrangements are in place to safeguard children and promote their welfare. All staff are trained in safeguarding and they demonstrate clear understanding of child protection matters. Staff are fully aware of their responsibilities and know what steps to take if they have any concerns about a child. Safer recruitment and vetting procedures are in place to ensure that staff are suitable to work with children. Managers ensure that there are always sufficient numbers of staff deployed who are trained in paediatric first aid. They make sure that all required policies and procedures are regularly reviewed, known to staff and implemented appropriately. For example, there are clear policies with regards to the use of mobile phones and cameras in the pre-school. This ensures that children's safety is uncompromised.

Managers have a good overview of children's learning and development. Key persons know how to plan and tailor activities so that children are supported in achieving their ongoing next steps for learning. Managers monitor ongoing assessments and track children's progress. They ensure that all children are making progress across the seven areas of learning throughout the year, in relation to their starting points. Managers and staff identify where children need additional support so that their needs are met and support is obtained from external agencies where appropriate. Effective systems for

monitoring staff's performance and professional development enable leaders to ensure good standards in staff's practice. Managers thoroughly evaluate their provision and regularly provide opportunities for staff, parents and children to share their views. They take these views into account when identifying strengths and priorities for further improvement.

Staff establish good partnerships with parents. Managers share information with parents about the range of learning experiences provided in the pre-school through children's learning journals, regular newsletters, information boards and displays. Partnerships with external professionals, such as speech and language therapists and integrated disability services, are well established. Managers also seek to establish good partnerships with other settings that children attend. For example, they use a booklet to regularly share information between settings about children's learning and progress. Managers and staff are committed to working in partnership with everyone that is involved in supporting the children to ensure consistency in children's learning and care.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY388576
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	859120
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Emscote Pre-School Ltd
<b>Date of previous inspection</b>	15/09/2009
<b>Telephone number</b>	01926 495619

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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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