

# Allesley Pre-school

Further Education Centre, Birmingham Road, Allesley, Coventry, CV5 9GT



## Inspection date

27 January 2015

## Previous inspection date

28 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children with special educational needs are exceptionally well supported by staff. They are knowledgeable about the children's specific needs and have a wealth of experience.
- Children are safeguarded because the manager and her team are knowledgeable about the procedures they must follow in the event of a child protection concern.
- Children's emotional security is assured. They have trusting and affectionate relationships with their key person. Each child's key person has a buddy in place to act in their absence.
- There is strong capacity for continuous improvement. The manager and her team continually evaluate their service. They accurately identify what they need to do to improve outcomes for children and their families.
- Partnerships with parents are excellent. The settling-in procedures are sensitive towards the needs of the children and their parents. The ongoing sharing of information successfully involves parents in their children's learning.

### It is not yet outstanding because:

- Children are not consistently provided with opportunities to extend their learning through the use of technological toys, so that they optimise their good understanding of how technology is used for a purpose
- Staff do not consistently extend children's understanding of similarities and differences as opportunities to see some of their home languages within the pre-school are not always evident.

## What the setting needs to do to improve further

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

- extend and enhance opportunities for children to operate a wider range of technology equipment
- provide opportunities for all children who speak English as an additional language to see their home language displayed within the pre-school.

## Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector held meetings with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Hayley Lapworth

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children with special educational needs receive excellent support in their care and learning. The quality of teaching ensures that all children make good progress in relation to their starting points. Activities provided relate specifically to their individual interests. Cars and transport are a popular resource and are used in multiple ways to engage children in the seven areas of learning. For example, staff provide large tubes and ramps for children to steer and manoeuvre their vehicles through, under and over. Children with English as an additional language are given many opportunities to use their home language in their play and learning. Consequently, children are developing a good standard of English. Displays throughout the environment reflect written examples of some of the home languages of children. However, not all languages used by children attending are evident. Therefore, children are not consistently encouraged to be aware of all similarities and differences within the pre-school. Children are developing skills in the use of technology through using resources, such as cameras. However, access to computers is less frequent. Mathematics is successfully promoted throughout. Children are encouraged to explore shapes and are introduced to the names of shapes, such as cylinders and cubes. This helps to prepare them in readiness for school.

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

The pre-school staff provide a very warm and welcoming environment to children, their families and visitors. Settling-in periods are agreed on an individual basis. Therefore, children are relaxed and happy. All children share strong relationships with their key person. Additionally, each child's key person has a buddy. The buddy key person is determined by who the child chooses to spend their time with. Therefore, their emotional security is successfully enhanced. Staff are effectively deployed, which contributes to their overall safety and welfare. Children receive lots of praise from staff for their achievements. For example, children are praised for pouring their own drinks and posting balls through a cardboard tube. Consequently, children ooze with confidence and feel good about themselves. Children's physical skills are enhanced. For example, they have opportunities to balance on and climb over tyres in the outdoor area.

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

Children are safeguarded. This is because staff fully understand their responsibilities in keeping children safe from harm and abuse. All staff are qualified and their professional development is encouraged through attending training and the sharing of good practice. The educational programmes are effectively monitored by the manager and her deputy. As a result, children receive quality learning experiences and staff practice is consistently good. All parents spoken to on the day of the inspection are extremely pleased with the service the pre-school provides. They describe the staff as 'wonderful' and the activities as 'brilliant'. Parents share that they especially appreciate that their children are happy, safe and making really good progress.

## Setting details

<b>Unique reference number</b>	507749
<b>Local authority</b>	Coventry
<b>Inspection number</b>	855566
<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>	21
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Allesley Pre-School Committee
<b>Date of previous inspection</b>	28 February 2011
<b>Telephone number</b>	02476404344

Allesley Pre-School was registered in 1992 and is managed by a committee. The pre-school employs five members of childcare staff. All of whom hold appropriate early years qualifications at level 3 and above. The manager holds Qualified Teacher Status and the deputy holds Early Years Professional status. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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