

Charterhouse Pre-School Group

St Anne's Church Hall, Acacia Avenue, Stoke, Coventry, CV1 2AN



Inspection date

10 February 2015

Previous inspection date

12 May 2009

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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a good understanding of how children learn through play. They provide a broad range of interesting activities and enjoyable experiences to support children's progress across the seven areas of learning.
- Children make good progress because staff know what children need to learn next. Staff plan and adapt activities so that they are tailored to meet children's needs, interests and capabilities.
- The successful key-person system enhances the relationships between staff, children and their families. Consequently, children settle well and build positive attachments with staff.
- Staff establish very good partnerships with parents to ensure that all children's needs are met, and to promote continuity in learning and care between home and the pre-school setting.
- Children are kept safe because staff are aware of their responsibilities to protect them from harm. They successfully identify and minimise potential risks to children.
- The pre-school has strong links with the nearby primary school that most children will attend. Children become familiar with the school environment and staff. As a result, children are emotionally well prepared for their move on to school.

It is not yet outstanding because:

- Staff occasionally miss opportunities to promote children's early interest in writing, particularly when children are using the outdoor learning area.
- Opportunities to foster younger children's curiosity and interest in how things work are not always maximised.

What the setting needs to do to improve further

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

- extend opportunities for children to draw and write, for example, by ensuring that mark-making materials are readily available for children to use outdoors
- enhance opportunities for younger children to explore and investigate how to make things work, for example, by providing a wider range of toys with buttons, moving parts and simple mechanisms.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- 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

Inspection findings

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

As the pre-school is a pack-away setting, staff work hard to transform it into a bright, welcoming environment where children enjoy playing and learning. Staff plan themes for learning, such as dinosaurs, in response to children's interests. Staff interact well with children to support their communication and language skills and imaginative play. Children learn how to operate electronic toys and technological equipment. However, there are fewer toys to support younger children's skills in making things work. Staff teach children to count, recognise numbers and compare sizes. Children enjoy learning about dimensional shapes, for instance, as they build robots with recycled materials. Early literacy skills are promoted as children join in with stories and songs, take home books to share with parents, and make marks with a variety of materials. However, there is scope to further promote children's early interests in writing by providing a range of mark-making materials for children to use in the outdoor area. Nevertheless, children are well supported overall to acquire the skills that they will need in readiness for the next stage in their learning, or their move on to school.

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

Staff work in partnership with parents to help children to settle in. Staff effectively support children's well-being, for example, by meeting children's specific dietary or medical needs. Children have plenty of opportunities to make choices about what they do, supported by caring and attentive staff. Staff are good role models and give clear guidance to children about how to behave. As a result, children are learning to share, take turns and behave well. Children have good opportunities to be active, as they play outdoors, use large equipment during weekly visits to a nearby school, participate in Yoga sessions and regularly go for walks in the local area. Staff promote children's independence and personal care skills, and encourage children to try to do things for themselves. This successfully supports children to develop confidence and self-assurance.

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

The provider clearly understands her responsibilities in implementing the requirements of the Early Years Foundation Stage. Managers and staff effectively monitor children's learning and progress to identify areas where children need further support. Managers ensure that additional support is obtained from external agencies where appropriate. Managers routinely observe staff informally as part of monitoring and supervision processes. They identify strengths and areas for improvement or further training, in order to ensure the good quality of staff's practice. Managers and staff meet regularly to evaluate the provision and discuss aspects for further development to improve outcomes for all children.

Setting details

Unique reference number	507694
Local authority	Coventry
Inspection number	869326
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	25
Name of provider	Jillian Ann Cooper
Date of previous inspection	12 May 2009
Telephone number	07908 012231

Charterhouse Pre-School was registered in 1968 and is privately managed. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 or 3. The pre-school opens from Tuesday to Friday during term times only. Sessions on Tuesdays and Thursdays are from 8.45am to 12noon. Sessions on Wednesdays are from 8.30am to 11.30am and from 12.45pm to 3.15pm. Sessions on Fridays are from 8.45am to 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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