

Seashell Pre-School

St James Church Hall, West Cotes, Tile Hill, Coventry, CV4 9BD



Inspection date

3 March 2015

Previous inspection date

14 January 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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff observe and assess children's levels of achievement, consult with parents and plan effectively for individual learning. Consequently, children make good progress.
- The quality of teaching is good. Staff use their skills effectively to support children's learning and stimulate their curiosity.
- Children's social and emotional needs are well met by staff. Relationships are very good and children are happy, sociable and confident learners.
- Children's growing independence is supported extremely well by staff. For example, most children are able to put on their own coats and some children insist on trying to manage zip fasteners for themselves.
- Children play in a safe and welcoming environment. They are safeguarded because staff members understand their role in protecting children from abuse and neglect.
- Staff support children's speaking skills well. Younger children say a variety of single words and they make progress towards constructing sentences because staff repeat what they say and also add one or two more words.

It is not yet outstanding because:

- Staff do not maximise use of the outdoor area throughout the year to extend children's learning experiences.
- Young children's creativity is not always fully supported. Table-top space is sometimes not sufficient enough for them to paint on a large scale, or explore and mix other media and materials.

What the setting needs to do to improve further

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

- maximise space and resources, so that two-year-old children are able to paint on a larger scale and explore and investigate different creative play materials at the same time
- make best use of the outdoor area throughout the year, so that children can investigate the natural world and build, move and enjoy role play in all of the space available.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the provider/manager and spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and evaluated the teaching methods with the provider/manager.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability and qualifications.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jan Burnet

Inspection findings

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

Staff offer good support, so that children acquire skills and make good progress. They ensure that children are ready for the next stage in their learning and school. Children enjoy chatting with staff, and staff offer good support, so that children extend their vocabulary. For example, older children describe different textures and smells while they prepare for growing cress. They sprinkle seeds onto cotton wool that they have pressed into plastic beakers. Staff support children's critical thinking well as they ask, 'What will we need to do to make the cress grow?' Children know that they need to pour water onto the seeds, and they use good skills as they carefully do so. They are able to write their names on small labels and they stick these onto their beaker. Younger children are keen to paint and they talk with staff about what they are creating. However, only one small table is made available for the activity and children are provided with small pieces of paper. Some two year olds are able to limit their movements, so that they paint onto their own paper only, but others find this difficult to manage. Children do not consistently explore their senses by mixing a variety of media at any one time.

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

Children's emotional security is given a high priority by staff and they create a warm and welcoming environment for children and their parents. Children's good health is promoted well because they eat healthy snacks and they are physically active. They gain physical skills when they use large play equipment outside. For part of the year, staff organise a variety of activities in the outdoor play area, and children's learning is enhanced in a sensory garden. However, children's outdoor learning experiences are not fully supported during the winter period. Children behave well and staff ensure that positive behaviour, such as turn taking, is acknowledged. Children's independence is promoted well by staff while they also support other areas of learning. For example, at snack time, children count how many are present in their group and then a volunteer cuts up bananas and aims to ensure that each child has an equal share. Children learn to manage their self-care needs. They confidently choose and select toys for themselves.

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

Staff continually supervise children and they are aware of their responsibilities to protect children from harm. Children's best interests are served because the provider ensures that staff keep their child protection knowledge and first-aid skills up to date. Recruitment and selection procedures are clear and vetting procedures to assess staff's suitability are thorough. The provider welcomes support from local authority advisers, in order to review and improve the provision. Staff identify that recent training has extended their communication and language teaching skills. The provider's current priority for improvement is to fully embed the system for observing staff practice and then using recorded information during staff supervision sessions. The partnership with parents is strong and parents share very positive views about the provision.

Setting details

Unique reference number	223785
Local authority	Coventry
Inspection number	866111
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	42
Name of provider	Janice Hunt
Date of previous inspection	14 January 2011
Telephone number	07855427314

Seashell Pre-School was registered in 1994. It employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds a playwork qualification at level 2. The pre-school opens term time only, from Monday to Friday. Sessions are from 9am to 3pm on Monday, Tuesday and Thursday and from 9am to 12noon on Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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