

Little Potters Preschool

Potters Green Community Association, Community Centre, Wigston Road,
COVENTRY, CV2 2QR



Inspection date

Previous inspection date

13 November 2015

14 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership and management are strong in evaluating practice and securing continuous improvement. Staff work well as a team and are motivated to extend their knowledge and skills.
- Observation and assessment lead to planning for future learning that is based on a good knowledge of children and their families. Disabled children and those with special educational needs are supported well by staff.
- Good partnerships with parents and other professionals have a positive impact on the progress that children make.
- Staff support children's communication and language development effectively.
- Children's social and emotional needs are well met by staff. Relationships between staff and children are very good.
- Staff are aware of their role and responsibilities in protecting children from harm. Their knowledge of the signs and symptoms of abuse and neglect is good.
- Records, policies and procedures required for safe and efficient management of the Early Years Foundation Stage and to ensure that the needs of all children are met, are well maintained and implemented.

It is not yet outstanding because:

- Some opportunities are missed to promote children's mathematical development while they play with a range of activities and as part of daily routines.
- Self-evaluation procedures take account of some parents' views. However, the questionnaire provided for parents does not inspire a fully considered response about the provision. Questions asked require only a yes or no answer.

What the setting needs to do to improve further

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

- extend support for children's mathematical learning with regard to comparing quantities, shapes, weight and size while they are involved in different activities
- enhance the self-evaluation process with regard to encouraging a more considered response from parents about different aspects of the provision.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the 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 manager and the deputy.
- 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, qualifications and training
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

Staff ensure that indoor and outdoor play areas are safe and secure. Staff deployment is good and children are always supervised. The arrangements for safeguarding are effective. The manager and deputy successfully monitor the effectiveness of teaching. Staff practice is regularly observed. Strengths and any areas for development are discussed during supervision meetings. Children's welfare is addressed well. Staff keep their knowledge on child protection, first aid and food hygiene up to date. Recent training focusing on the needs of two-year-old children has enhanced staff practice with regard to younger children's communication and social and emotional needs. Improvement to the provision since the last inspection is very good. The process of self-evaluation is effective with regard to setting targets for improvement. However, systems for obtaining the parents' views on the provision are not fully effective.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how each child develops and learns. Children's learning builds successfully on what they already know and can do. They choose from a good variety of activities and resources. Children make good progress in their communication and language development. Staff offer good support as younger children begin to form short sentences. Children also develop communication skills through signing. Older children chat confidently with their friends and invite them to join in with pretend play. A group of children decide to play musical statues. They pretend that they can hear music and show good control as they move their bodies in different ways. They are able to stand very still when one of them calls stop. Older children select favourite books and invite younger ones to sit with them and listen to a story. They are able to recognise their names in print and some are able to form enclosed shapes when they draw. Younger children notice the marks they can make with their fingers in trays filled with coloured sand.

Personal development, behaviour and welfare are good

Children are happy and settled. They confidently make decisions about their play. Resources are stored so that children are able to choose and select for themselves. Children's good health is promoted well. The outdoor area is used effectively for play activities and staff encourage children to be physically active. They develop skills while using physical play equipment that is challenging for their stages of development. Parents are asked to provide a healthy snack and packed lunch. Children learn to manage their self-care needs successfully. They behave well. Staff boost their self-esteem by praising their efforts and achievements. Children gain a good understanding of differences in society, for example, as they learn about different cultures, traditions and beliefs.

Outcomes for children are good

Children are supported well to reach the next stage in their learning. Staff use observations, assessment and information from parents and other professionals to plan successfully for each child's learning. Inclusive practice is given a high priority. Children make good progress in readiness for the move on to pre-school and school.

Setting details

Unique reference number	EY347590
Local authority	Coventry
Inspection number	1028442
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	46
Number of children on roll	53
Name of provider	Potters Green Community Association Committee
Date of previous inspection	14 June 2013
Telephone number	02476 614619

Little Potters Preschool was registered in 2010. It employs 11 members of staff and all hold early years qualifications. Of these, the manager is qualified at level 4, eight staff are qualified at level 3 and two are qualified at level 2. The pre-school opens term time only, Monday to Friday, from 8.50am to 3.30pm. The pre-school supports children who speak English as an additional language, disabled children and those with special educational needs. It provides funded early education for two-, three- and four-year-old children.

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