

# Calvary Pre School

Calvary Church, Stallings Lane, Kingswinford, West Midlands, DY6 7HS



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 30 November 2015 |
| Previous inspection date | 20 March 2009    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Outstanding | 1        |
| 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

- The quality of teaching is good. Staff know children well and understand how they learn. Children make good progress in their learning and development in readiness for school.
- The staff organise children effectively into small groups. This promotes consistency and enables staff to build effective relationships, and meet individual children's needs well. The effective key-person system promotes children's emotional well-being and sense of belonging. Children arrive at the setting happy and are well settled.
- The premises are welcoming, stimulating and vibrant. The outdoor area is well organised and used very effectively to extend learning opportunities. This helps children who learn best outdoors to make good progress.
- The manager is knowledgeable and experienced in early years teaching, regularly acting as a mentor and guiding the staff team. Appraisals strongly support staff's continual professional development.
- The manager shows a strong commitment to improving outcomes for children. She is a positive role model and staff follow her lead. All staff work well as a team.

### It is not yet outstanding because:

- On occasions young children do not have enough time to think about how to respond to questions from staff.
- Staff do not always make the most of everyday opportunities to promote children's early reading skills.

## What the setting needs to do to improve further

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

- reflect further on the quality of teaching, helping staff give children sufficient time to think and consider their responses to questions
- place further value on children's early reading and help their literacy skills rapidly advance.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children and staff during the inspection and completed a joint observation with the manager.
- The inspector held discussions with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting. The inspector also looked at children's learning records and sampled policies and procedures.
- The inspector spoke to a selection of parents during the inspection and also took account of their views from questionnaires.

### Inspector

Karen Cooper

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have a clear understanding of all legal requirements. The arrangements for safeguarding are effective. All staff undertake safeguarding training and demonstrate a secure knowledge of the procedures to follow in the event of a concern about a child. Staff are closely monitored through regular supervision. They attend training to ensure they continually develop their knowledge and teaching expertise. Accurate self-evaluation, together with robust improvement plans, ensure the quality of the provision continues to improve. Partnerships with parents are strong. Parents comment on how much they value and trust the staff. There are strong relationships with the local schools, nurseries and children's centre. Important information is shared effectively with both parents and other professionals, promoting continuity of care and learning for all children.

### Quality of teaching, learning and assessment is good

Children are eager to join in with the varied and interesting activities. They develop a great enthusiasm for learning which is beneficial as they move on to school. Staff plan an extensive range of exciting experiences which evolves from children's interests. They observe children and track their progress. This enables them to quickly identify if there are any gaps in learning. Children develop a good understanding of language and learn to use extensive vocabulary. They know that 'artificial' means not real and that a 'rosette' is worn. Children have good opportunities to express their creativity. They enjoy using their imagination to make Christmas decorations. Staff organise these activities well to maximise children's problem-solving skills. Early writing skills are encouraged. Younger children like to make marks with chalks and older children enjoy using water and paint brushes. Parents are included in their child's learning. They often borrow resources, such as books, to further support learning at home.

### Personal development, behaviour and welfare are good

Children form secure attachments with staff. This promotes children's confidence and provides a strong base for their learning. All children are valued. Staff talk to them about their feelings, each other's differences and support children to understand diversity and equality. Children are praised for their achievements. They learn from a young age to use their good manners and to share and take turns. Children's health is fostered effectively. They learn about being healthy as they talk about the food they eat during snack times. Good social skills are reinforced and children know to sit at the table to eat. They gain a good understanding of the importance of good hygiene. They have plenty of opportunities to develop their physical skills. Older children confidently peddle wheeled toys, and younger children have fun negotiating the space as they manoeuvre push-along resources around the available area.

### Outcomes for children are good

Children make good progress in relation to their starting points. This includes children who receive funded early education. They develop the skills needed for their next stage in learning.

## Setting details

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Unique reference number</b>     | 253896                        |
| <b>Local authority</b>             | Dudley                        |
| <b>Inspection number</b>           | 854841                        |
| <b>Type of provision</b>           | Sessional provision           |
| <b>Day care type</b>               | Childcare - Non-Domestic      |
| <b>Registers</b>                   | Early Years Register          |
| <b>Age range of children</b>       | 2 - 4                         |
| <b>Total number of places</b>      | 32                            |
| <b>Number of children on roll</b>  | 31                            |
| <b>Name of provider</b>            | Calvary Church (Kingswinford) |
| <b>Date of previous inspection</b> | 20 March 2009                 |
| <b>Telephone number</b>            | 01384 401 228                 |

Calvary Pre School was registered in 1993 and operates from Calvary Church Hall in Kingswinford. The setting opens each weekday from 9am to 12 noon, term time only. Nine staff are employed to work with the children, all of whom hold appropriate early years qualifications at level 3 or 5. The setting provides funded early education for two-, three- and four-year-old children.

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