

# Camphill Early Years Centre Pre-School

Camp Hill Primary School, Hollystitches Road, Nuneaton, CV10 9QA



## Inspection date

7 October 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders have not notified Ofsted about changes of managers within the required timescale.
- Staff performance management is not focused sharply enough on evaluating and strengthening the quality of teaching to raise it above the good standard already achieved.
- Some staff do not always give children enough opportunities to express their understanding of what they know. At times, they are too quick to answer the questions that they ask and miss opportunities to extend children's thinking skills.

### It has the following strengths

- Staff provide a highly stimulating environment which children are keen to explore. Toys and resources are arranged and displayed very well. Children make independent choices and negotiate with others to decide what they want to play with.
- Parents are provided with regular updates about how well their children are progressing. They speak very positively about the provision and comment on the good progress their children make in developing their speech, language and confidence.
- Children make good progress. Staff are well qualified and know how children learn. From their interactions with children and their regular observations they accurately assess how well children are progressing. They effectively follow up children's next steps for learning and plan a wide range of stimulating activities.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage and the Childcare Register the provider must:**

### Due Date

- develop knowledge and understanding of what should be notified to Ofsted. 07/10/2016

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

- focus performance management arrangements for staff more precisely on further enhancing the quality of teaching to help children make more rapid progress in their learning
- give children the opportunities and time they need to develop their skills in thinking and expressing their own ideas.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability and the qualifications of staff working in the pre-school.
- The inspector completed joint observations with the pre-school manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

## Inspector

Rupinder Phullar

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders and managers do not effectively evaluate their provision to ensure that they meet all the legal requirements. They have not notified Ofsted of the changes to the manager within the required timescale. The impact is minimal however, because the appropriate suitability checks, including the Disclosure and Barring service checks, have been completed prior to the manager's appointment. The arrangements for safeguarding are effective. All staff understand their responsibilities in relation to child protection issues and safeguarding children. Required records, including policies and procedures, are in place to promote the welfare of children. Staff place a good priority on ensuring children are supervised and the environment is safe and secure. Daily checks are completed to help to ensure that all potential hazards to children are minimised. Staff are well qualified. They receive some performance management and supervisions and they benefit from some opportunities to build on their knowledge and skills. However, staff's professional development is not yet sharply focused on further enhancing the quality of their interactions with children.

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

The knowledgeable staff team takes into account the differing needs of individual children and tailor activities according to their ability. They monitor children's progress carefully and closely. Any gaps in the children's learning and development are quickly addressed. Children are engaged, motivated and show good levels of involvement during their play. Staff skilfully support children's communication and language skills. Children have many opportunities to recognise letters and are beginning to make sense of words. They enjoy listening to stories and fill in gaps in the narrative. Staff have introduced a reward tree to celebrate children's accomplishments so that they keep on trying and achieve good outcomes.

### **Personal development, behaviour and welfare require improvement**

Weaknesses in leadership and management mean that children's well-being is not given the highest possible consideration. However, children's personal and social development is promoted suitably in other ways. Staff find out about children's backgrounds, cultures and home lives. Children learn about respect, tolerance and acceptance. Children regularly use the well-resourced outside play space and benefit from fresh air and exercise. The environment is carefully planned around the needs of children and the routine is flexible and used well to support their learning. For example, snack time is used effectively to extend children's self-help skills and independence and also their literacy and mathematical skills.

### **Outcomes for children are good**

Children are making good progress from their individual starting points. They are becoming confident communicators. Children have lots of opportunities to make marks using different media and tools, such as paint and colour pencils. Children are creative. They use their ideas well as they build models with natural materials during role play. Children are eager to learn and are well prepared for their move to school.

## Setting details

<b>Unique reference number</b>	EY480185
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	987973
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Barnardo's
<b>Registered person unique reference number</b>	RP518879
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02476 346155

Camphill Early Years Centre Pre-School was registered in 2014. It is commissioned to Barnardo's charity organisation. The centre employs six members of childcare staff, all of whom are qualified at level 3 or above, including two who hold level 5. The centre is open from 8.45am to 11.45am, Monday to Friday, term time only. The centre provides funded early education for two-year-old children. It supports children who have special educational needs or disability.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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