

# Cedars Pre-School

Exhall Cedars Infant School & Nursery, Trenance Road, Exhall, COVENTRY, CV7 9FJ



## Inspection date

10 October 2016

Previous inspection date

14 January 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The pre-school is a superbly nurturing environment for children. Staff help children to view themselves as able learners and competent thinkers. They make highly effective and purposeful use of praise to build children's confidence and sense of self-esteem.
- Staff observe children meticulously to form an in-depth understanding of their abilities, interests and preferred ways of learning. They expertly respond to children's lead, building on their thoughts and ideas to extend and challenge their learning.
- Adult-led activities are sharply focused on promoting children's communication skills, personal and social development and next steps for learning. Precise planning for children's differing needs and interests helps them to make the best possible progress.
- A key-person system is implemented very sensitively to nurture children's well-being and help them form strong emotional attachments. Children settle in very quickly. They thoroughly enjoy pre-school and are happy and growing in self-assurance.
- The learning environment is well planned and very carefully organised. Outdoor areas have recently been redeveloped and improved, offering children excellent opportunities to continue their learning outside.
- Managers and staff build exemplary partnerships with parents, the linked school and external professionals. They ensure that the individual needs of all children, including those who have special educational needs or disability, are met extremely well.
- Children's welfare is central to everything within the provision. Staff are highly vigilant in their supervision of children and in ensuring their safety.
- Managers consistently strive for excellence and inspire staff and children to be the best that they can be. They are highly committed to staff's ongoing professional development and encourage them to gain formal qualifications. They recognise that a highly qualified workforce improves outcomes for children.

## What the setting needs to do to improve further

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

- build on the already excellent monitoring of children's progress; implementing planned further training for staff and evaluating the impact of this in relation to sustaining high rates of progress and continuing to raise outcomes for children.

### Inspection activities

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

### Inspector

Victoria Mulholland

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Self-evaluation is robust. Managers and staff have a shared vision to achieve and maintain the highest possible standards. Performance management is clearly focused on continuing to raise the quality of teaching and learning. Experienced staff are involved in coaching and mentoring those who are less well qualified or confident. The ethos of reflecting, sharing best practice and giving constructive criticism has engendered mutual support and teamwork, leading to outstanding provision. Managers rigorously monitor the progress made by individual and specific groups of children. They identify gaps and aspects where achievement is below age-related expectations and plan swift interventions and support. Managers are keen to involve staff in this analysis to continue raising attainment. The arrangements for safeguarding are effective. Child protection is given utmost priority and staff have a thorough understanding of reporting procedures and of monitoring welfare.

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

Staff provide a wealth of interesting and stimulating objects, resources and activities to inspire children's curiosity and learning. Their interactions with children are of a very high quality. They model language to promote early speaking skills, mirror babies' actions and repeat back their vocalisations, demonstrating turn taking in conversation. Staff engage older children in conversations. Their highly skilful use of open-ended questions challenges children's thinking skills and encourages them to express their thoughts and ideas. Staff make excellent use of strategies, such as visual timetables and cue cards, to support children's understanding, including those who speak English as an additional language. They use props when singing number rhymes, model counting and help children to understand that quantity changes when something is taken away.

### Personal development, behaviour and welfare are outstanding

Staff have high expectations for children's behaviour. They give consistent guidance, set an excellent example and help children to develop empathy and respect for others. They foster children's independence and self-care skills, reinforcing very successfully that they can manage things for themselves. Children learn about safety, such as staying together to walk over to the school hall at lunchtimes and holding onto a handrail to go down steps. Staff help children to develop an understanding of healthy lifestyles and give clear messages through play and activities about foods that are good for them. Children are physically active and join in activities that promote muscle development and dexterity.

### Outcomes for children are outstanding

Children show curiosity and enjoy sensory exploration. Babies delight in trying to catch bubbles. Children are motivated to learn and sustain focus on self-chosen tasks, showing high levels of fascination and concentration. Older children engage with technology and learn how to operate equipment and interact with age-appropriate software. Children follow daily routines and join in with large- and small-group activities. They make very good rates of progress in relation to their starting points. Gaps in their learning and development are significantly closing. Children are prepared extremely well for moving on to nursery and school and have a strong foundation for their future learning.

## Setting details

<b>Unique reference number</b>	EY447787
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1065943
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Exhall Cedars Infant School Governing Body
<b>Registered person unique reference number</b>	RP531664
<b>Date of previous inspection</b>	14 January 2013
<b>Telephone number</b>	02476316034

Cedars Pre-School was registered in 2012 and operates from within the grounds of Exhall Cedars Infant School and Nursery. The pre-school employs nine members of childcare staff, eight of whom hold appropriate early years qualifications at levels 2, 3, 4 or 6. The provision opens from 8am until 5.30pm, Monday to Friday during term time. The pre-school provides funded early education for two-, three- and four-year-old children. Pre-school sessions are from 8.40am to 11.40am and from 12.10pm to 3.10pm. The provision supports children who have special educational needs or disability and those who speak English as an additional language.

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