

# Keresley Minors

Keresley Newland Primary School, Grove Lane, Coventry, Warwickshire, CV7 8JZ



<b>Inspection date</b>	8 November 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 leadership and management of the setting are strong. The managers have a clear vision for the future and are working hard with the staff team to provide children with a high-quality provision and to help achieve good outcomes for every child.
- Children with special educational needs or disabilities are supported very well. The managers work closely with other professionals and parents to provide all children with an environment that is suited to their individual needs.
- Partnerships with parents are good. Regular meetings and workshops are arranged to keep parents informed of their child's progress. They are provided with information, resources and activity ideas to help them support children's ongoing learning at home.
- Children are very settled and happy. They build strong relationships with their key persons, who take the time to get to know them well. This helps children to become self-assured and gain confidence ready for their future learning.
- Partnerships with other professionals are excellent. The managers work very closely with a range of professionals to ensure children and families are provided with the support they need. In addition, managers work closely with the nursery that children move on to, ensuring the move is smooth for every child.

### It is not yet outstanding because:

- Although staff complete detailed observations and assessments of children's progress, they do not always make sure older, most-able children have enough opportunities to be challenged as far as possible in their learning.
- Although good standards of teaching are consistently maintained there is not enough focus on professional development to secure consistently outstanding practice.

## What the setting needs to do to improve further

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

- extend the levels of challenge provided for older, most-able children
- focus more precisely on professional development that increases the potential to drive the quality of teaching up to consistently outstanding levels.

### 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 completed a joint observation with the senior early years manager.
- The inspector held a meeting with the managers and held discussions with senior leaders. 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 spoke to staff, parents and children during the inspection and took account of their views.

### Inspector

Emma Daly

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Safeguarding audits are completed, and policies and procedures are reviewed and updated regularly in line with the Local Safeguarding Children Board guidance. Staff are vigilant and they have a good understanding of their responsibilities to protect children from harm. Recruitment and induction procedures for new staff are thorough and the suitability of staff is rigorously checked. Self-evaluation is used effectively to reflect on and evaluate the provision, in order to identify areas for continuous improvement. Staff track children's progress and identify quickly those who may need early intervention. Managers monitor cohorts of children and ensure staff provide support to those who need it, to help children catch up and narrow any gaps in their learning.

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

Staff use a good range of teaching methods and facilitate children's learning well. Staff plan a range of activities based on children's interests. They recognise those children who prefer to learn outdoors and allow them to make choices about where they wish to play. Staff focus sharply on developing children's communication and language skills through stories, songs and rhymes. They often model and repeat words and use appropriate questioning to extend children's thinking. Staff promote children's creativity in a range of ways. Children show their curiosity as they experiment with paint. They use straws to make firework patterns and eagerly run their hands and fingers through the paint, exploring the way it feels.

### Personal development, behaviour and welfare are good

Children show they feel safe and secure in this welcoming, nurturing environment. Staff are kind, caring and friendly and their warm interactions help children to settle quickly. Staff act as strong role models and they help children to share, take turns and behave well. Every child is highly valued. They benefit from opportunities to learn about the wider world around them. Staff quickly recognise children's efforts and achievements, and continually offer reassurance and encouragement. This helps motivate children to have a go and try new things. Children have good opportunities to learn about healthy lifestyles. They eagerly play in the fresh air and have many opportunities to be physically active.

### Outcomes for children are good

All children are developing the key skills needed for their future learning. They are all making at least good progress from their starting points and gaps between the achievements of different groups of children are closing. Strong links with the school means children are well prepared for starting their nursery year. Children are gaining independence and are learning to gain more control over their personal care needs. Children's confidence is building and they are beginning to play together. Children are developing muscle control and coordination as they play ball games, use scissors safely and make marks with chalks. Children show a keen interest in books and use props to retell stories and to help them develop their early counting skills.

## Setting details

<b>Unique reference number</b>	EY480187
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	987704
<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>	16
<b>Number of children on roll</b>	12
<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 338363

Keresley Minors was registered in 2014. The provision employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, two at level 6 and one has a level 7 qualification. The provision is open Monday to Friday, from 9am to midday, term time only. They offer funded early education for two-year-old children. They support children with special educational needs or disabilities and children who speak English as an additional language.

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