

# Emscote Pre-School

Emscote County First School, All Saints Road, Warwick, Warwickshire, CV34 5NH



## Inspection date

11 July 2018

Previous inspection date

26 November 2014

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

## Summary of key findings for parents

### This provision is good

- Children's behaviour is exemplary. Staff's highly skilful approach to each child results in an environment which affords children high levels of praise and positive reinforcement. This exceptional level of support secures children's emotional well-being and they develop high levels of self-esteem.
- Teaching is consistently good and staff make effective use of what they know about the children to plan an exciting range of activities to move children forward and assist them to acquire the skills they will need for their next stage of learning. Use of the indoor and outdoor areas is maximised to support a variety of learning styles.
- Partnerships with parents are strong. Links are formed prior to admission through home visits by key persons, where there is a gradual introduction to the child and their family. Parents are informed of their children's progress and the home link continues with the sharing of what their child is learning and how this can be supported at home.
- Staff have good links with other professional to provide additional support where this is required. Arrangements for children with special educational needs and/or disabilities are particularly well embedded into practice to provide the best support for children's continued progress.

### It is not yet outstanding because:

- Although there has been no recent external recruitment, leaders have not yet fully implemented an update to their own procedures in line with safer recruitment good practice.

## What the setting needs to do to improve further

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

- consider how recruitment practice can be further strengthened to support safe decisions about future employment.

### Inspection activities

- The inspector looked at a range of documentation, including records of progress, a sample of policies and procedures, learning journals and evidence of suitability checks.
- The inspector spoke to parents and conducted a joint observation of practice with the manager.
- The inspector spoke with staff and children and observed their interactions throughout the inspection.
- The inspector viewed all areas used for childcare.

### Inspector

Yvonne Johnson, EYRI.

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of their roles and responsibilities and know what to do should they have a concern about a child's welfare. Prompt action is taken by the management when issues are identified and there are clear plans for keeping children safe. The management has a regular programme of support to staff. This includes staff meetings, an appraisal of their performance and training to enhance the quality of the care provided. Management and peer on peer observations assist staff to improve their skills and they are well-qualified to meet the children's needs.

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

Teaching is consistently strong. At registration staff use visual props to show the children examples of the activities. Staff talk about puzzles for comparison, "big and small". They look at the days of the week, "what was the day before/after?". During snack time staff re-enforce letters and phonics. Children learn to trace their name with their finger and sound out each letter, of their name. Staff and children regularly use Makaton as a way of communication. Staff use regular observation and assessment to plan effective learning strategies for children. They know the children well and children's next steps are shared so that all staff can support children during the sessions. Activities are varied and develop a wide range of skills. For example, 'Playdough disco' gives children an opportunity to engage in physical play indoors. They stretch and pull the dough as they move to the music. They "splat" the dough between their hands, and "Feel their fingertips" in the dough.

### Personal development, behaviour and welfare are outstanding

Children are exceptionally well supported in their physical, social and emotional well-being. Staff are committed to providing a very high level of care. They are excellent role models for children's behaviour and they strive to ensure that children are treated with respect. They continually afford praise to the children who respond with behaviour that is exceptionally good. Children settle quickly and have formed close relationships with their peers and adults who care for them. They play co-operatively and show care for each other. They are kind to each other and offer support during play. They take turns and help to build a house with large bricks, 'blowing' it down when completed. They recall the story of the '3 little pigs'. They laugh together, and ask to "do it again".

### Outcomes for children are good

Children are making good progress from their starting points. Children acquire the skills they will need for future learning and a focused use of the pupil premium funding has provided equipment to enhance children's listening and attention skills. Children learn to predict in early maths. For example, when using electronic bees, they are asked "how many button pushes to get to...?". Good transition arrangements and visits to local schools mean that they are well prepared for their next stage of learning. Children talk enthusiastically about their new teachers. Children make visits to the school with their key person, making the transition to school seamless.

## Setting details

<b>Unique reference number</b>	EY388576
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1141010
<b>Type of provision</b>	Full-time 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>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Emscote Pre-School Ltd
<b>Registered person unique reference number</b>	RP902312
<b>Date of previous inspection</b>	26 November 2014
<b>Telephone number</b>	01926 495619

Emscote Pre-School is a limited company. It was registered in 2009. The pre-school employs nine members of childcare staff. Eight of whom hold appropriate early years qualifications at level 3 and 2. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3:30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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