

Foleshill Pre-School

Foleshill Road, Coventry, West Midlands CV6 5LB



Inspection date	30 April 2019
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 leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Teaching practices are too variable. Children are not making as much progress as they could as some staff do not use information gained from assessments in the delivery of adult-led activities.
- Leadership and management are not fully effective in providing all staff with the support, guidance, coaching and training they need. Staff do not have a good enough understanding of how to consistently promote children's learning.
- Self-evaluation is not robust enough to identify all areas where improvement is needed.

It has the following strengths

- Children really enjoy their time in this pre-school. The environment is visually stimulating and includes signs and labels in a variety of languages. There is a wealth of interesting resources, both indoors and outside, that are attractively displayed, promoting children's natural curiosity as learners.
- Children are emotionally secure. Effective arrangements are in place for helping children to settle following the Easter holidays. Staff are sensitive towards the children's needs. They gently encourage children to separate from their parents and engage in play that interests them.
- Partnership working with other professionals is well established. There are strong links with other providers, special educational needs coordinators and speech and language therapists.

What the setting needs to do to improve further

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

	Due date
ensure that all staff make better use of information gained from assessments to provide children with appropriate levels of challenge during adult-led activities, in order to help all children make best progress	27/05/2019
ensure that supervision of staff is effective in ensuring that teaching is consistently strong, so that all children are challenged effectively to make as much progress as they can.	27/05/2019

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

- make better use of ongoing self-evaluation to identify areas where improvement is needed.

Inspection activities

- The inspector completed joint observations with the provider and observed activities in the indoor and outdoor areas.
- The inspector discussed teaching methods with the provider.
- The inspector held meetings with the provider and the deputy manager and spoke to staff and children at appropriate times throughout the day.
- The inspector took account of written views and spoke to parents and carers on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.

Inspector
Hayley Lapworth

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff receive regular training and access guidance on the 'Prevent' duty through discussion in staff meetings and literature that is prominently displayed in the pre-school. The designated person is aware of the procedures to follow in the event of a concern. Continuous improvements are identified. For example, the provider is currently reviewing all written risk assessments ensuring children's safety at all times. Teaching practice in the pre-school is too variable during adult-led activities, and the provider does not currently monitor children's learning effectively enough. That said, the provider was present at the inspection, and, through her observations, she identified weaknesses in teaching practice and immediately began to make plans to raise the quality of teaching. Partnerships with other providers are secure. Parents and carers spoken to on the day of the inspection were extremely positive about this pre-school. They commented that their children get the support they need, and, consequently, they have made very good progress in their speech and language. Parents and carers especially appreciate the warm, loving care the staff show towards their children.

Quality of teaching, learning and assessment requires improvement

Children are inspired to explore a range of resources on display that are exciting and plentiful, indoors and outside. Staff undertake regular observations of the children's learning and make assessments about what they need to do next in order to progress. However, some children are not making as much progress as they could. Information from assessments is not used well enough and some of the teaching implemented does not present the children with enough challenge. Children deeply engage in leading their own games. They pretend to be a member of staff, holding up words and picture cards. Children confidently ask their peers questions relating to the days of the week.

Personal development, behaviour and welfare are good

The weaknesses in leadership and management and the quality of teaching impact on children's personal development. That said, staff support children effectively to settle into the pre-school environment and enjoy their learning. Staff agree settling-in arrangements with parents and carers on an individual basis. The pre-school staff regularly praise the children for their achievements and help them feel good about themselves. For example, staff praise children for remembering the pre-school's 'golden rules' about how to behave. Children thoroughly enjoy being outside. Boys ride on push along bikes, steering and moving around obstacles with ease. Girls bounce on large balls and giggle as they tumble off. Children learn about the wider world and their local community. They spend time with the elderly. They help to create wall art and have a go at learning to knit.

Outcomes for children require improvement

Not all children are making good enough progress in all aspects of their development because of variations in the quality of teaching. However, overall children are steadily developing the necessary skills in readiness for school. All children relate well to staff and their peers. Children confidently make their needs and wishes known through speech and non-verbal communication.

Setting details

Unique reference number	EY541890
Local authority	Coventry
Inspection number	10089679
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	1 - 4
Total number of places	32
Number of children on roll	64
Name of registered person	Rosie and Jim's Childcare Limited
Registered person unique reference number	RP910807
Date of previous inspection	Not applicable
Telephone number	02476662106

Foleshill Pre-school registered in 2016. The setting employs seven members of childcare staff including the manager, most of whom hold early years qualifications at level 3. The pre-school is open term time only, Monday to Friday from 8am until 5pm.

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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