

Inspection of Community Corner Pre-School

St. Annes C of E Primary School, Wyre Hill, Bewdley, Worcestershire DY12 2UQ

Inspection date: 7 January 2020

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happily and quickly settle into this warm, safe and inviting space. Staff are attentive to their emotional needs and offer good support and reassurance to those children who are new and settling. Children thoroughly enjoy using their senses to explore and discover. For example, a group of children consider texture as they mix lotions and foam. Other children make play dough and explore the different textures. Staff use play experiences well to provide children with the language they need to express their thoughts and ideas. Children show a keen interest in books and stories, and staff use these creatively to help reinforce learning. For example, staff skilfully introduce a book to children and they listen intently during story time. Children show a keen interest in literacy activities. For example, they enjoy making marks in a variety of ways, and the most able children can recognise and write their names. Children learn to link letters of the alphabet to the sounds they represent. For example, they show an interest in the 'letter of the week' and link the sound to the objects they see. They enjoy counting and learn to recognise numbers. However, children have fewer practical opportunities to explore concepts such as weight, measurement and quantity through their play and during activities.

What does the early years setting do well and what does it need to do better?

- Staff offer a well-planned curriculum to help children make good progress from their starting points in preparation for school. They set up an environment with a strong focus on providing a wide range of art and craft activities. There are also plenty of different media and materials for children to explore and be imaginative with.
- The established team of staff work well together to provide a good range of experiences based around children's interests. Staff speak positively about the manager and report that they are happy and receive good support to help them manage their workload. However, the manager does not sharply monitor how well staff use children's assessment information to help them to provide the very best level of challenge during activities and to help raise teaching to an exceptional level.
- Staff promote children's personal, social and emotional development very well. They place a high priority on settling children and giving them a real sense of belonging. Staff organise the routine to ensure children have ample opportunities to increase their independence and self-help skills. As a result, children are confident and they move around easily, selecting what to do. Children play independently and in groups, and they learn to respect each other and negotiate as they play.
- Staff provide a rich range of experiences for children to learn about the natural world. For example, children learn about the changing seasons, life cycles, and

animals and their habitats. They help to plant and care for fruit, vegetables, plants and flowers, and learn about the importance of fresh produce.

- Staff place a sharp focus on increasing children's speaking skills and introduce new words and concepts during their interactions with children. However, they do not consistently offer a motivating range of opportunities for children to explore mathematical concepts such as weight, measurement and quantity, to help extend their learning even further.
- Staff quickly identify any children who need additional support and work closely with parents to help seek the help they need. They are inclusive in their approach and adapt activities to help all children participate. Staff provide targeted interventions for children with special educational needs and/or disabilities, and these children make good progress from their starting points.
- Parents report good levels of satisfaction and they value the detailed daily feedback they receive about their children's care. They speak positively about the assigned key-person system and feel that staff know their children well. Staff work effectively with parents to involve them in their children's learning and to support them with issues such as behaviour management, sleep routines and potty training.
- Staff place a sharp focus on promoting children's physical development. Children thoroughly enjoy being outdoors in the fresh air and learn to take controlled risks as they use the slopes and outdoor equipment. Indoors, children use scarves as they learn to move to music in a variety of ways. Younger children increase their confidence as they use the indoor climbing frame. Staff help children learn about the benefits of a healthy diet, and how to clean their teeth and prevent the spread of germs.

Safeguarding

The arrangements for safeguarding are effective.

There are robust recruitment and induction procedures in place to ensure staff are deemed suitable to care for children and understand their roles and responsibilities. Staff are well trained in safeguarding issues and have a good understanding of the possible signs of abuse and the procedures to follow if they have a concern. The environment is safe, clean and suitable to meet the needs of children attending. Effective risk assessments are carried out to ensure children are safe when they use the outdoor area and school site, and when on outings. Staff help children learn about how to keep safe. For example, children learn how to cross the road safely, how to use tools safely, and about the importance of keeping safe in the sun.

What does the setting need to do to improve?

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

- help staff to use children's assessment information even more sharply to help challenge children more and raise the quality of teaching to a higher level
- increase opportunities for children to explore early mathematical concepts during play and activities, to help raise aspects of children's mathematical achievement even further.

Setting details

Unique reference number	EY363261
Local authority	Worcestershire
Inspection number	10116470
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 5
Total number of places	32
Number of children on roll	53
Name of registered person	Community Corner Pre-School Ltd
Registered person unique reference number	RP527392
Telephone number	01299401871
Date of previous inspection	4 February 2016

Information about this early years setting

Community Corner Pre-School registered in 2007. It is situated within the grounds of St Annes C of E Primary School. The pre-school operates during term time from 8am to 5pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children. The pre-school employs 11 members of staff. Of these, one holds qualified teacher status, one holds early years professional status, four hold an early years qualification at level 6, four hold a qualification at level 3 and one is unqualified.

Information about this inspection

Inspector

Parm Sansoyer

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 spoke with staff and children during the inspection.
- The inspector completed two joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took into account the views of parents.

We carried out this inspection 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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