

# Inspection of Foleshill Pre-School

Foleshill Road, Coventry, West Midlands CV6 5LB

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Inspection date: 19 May 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive and enjoy their time at this friendly and inviting pre-school. A good understanding of the diverse community provides children with high levels of self-esteem about their own cultures and families. Although parents now drop off and collect at the door, the children settle quickly with familiar adults with whom they have developed close relationships. Children show kindness towards each other. They show high levels of respect and tolerance, working cooperatively in groups to achieve their end goal. Children learn how to grow flowers from seed. They enjoy watering the seeds and watch how the plants change as they grow. Children talk about 'the sun' making the plants 'taller'. This increases children's understanding of early mathematics, using their interest in the environment. The large garden is well organised. Children learn about nature through their own exploration. They dig and use their imagination to 'make believe' in the mud kitchen. Children's excitement outdoors is infectious. They smile and laugh as they play and learn. The support for children with special educational needs and/or disabilities is a strong feature in the pre-school. Children's communication and language development are supported by skilled staff. Children acquire good levels of English. The leadership of the pre-school has high expectations for all children to do well, and this is shared by staff working with the children.

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

- A sharp focus on speech and language provides children with a good start to their education. Children hear repeated words along with new words, such as 'frogs spawn', throughout the day. Staff talk to children about the 'cycle of life' and the children look at how tadpoles change into frogs. Children are encouraged to express what they see in pictures as they create their own frogs. They practise the words they learn. Staff help children to link words to the pictures in books. Older children are encouraged to think about 'what happens next?'. However, staffs' modelling of letter sounds could be further improved to help children make even more rapid progress in their emerging speech and language.
- Children have experience of caring for animals. They watch them as they grow and change. Children are motivated and want to learn more. A small group of children choose an animal story and read this with a member of staff. They repeat their favourite parts and join in with the next line. All of this increases their experience of speech and language. That said, on occasion, staff do not always differentiate well enough in large groups. At times, younger children can be distracted and not always fully engaged.
- A wide range of physical activities challenge children to think about their own safety. Children are confident in their own abilities. They climb and run skilfully. Staff remind children to think of others as they run and play. Children

understand and apply the simple rules to help keep themselves safe. Staff's calming words help children to reflect on their actions and behaviour. Children's behaviour is good and older children understand boundaries. They take turns and share.

- Children use a range of equipment available to them to early mark make. Some older children are becoming accomplished in their drawing and can make comparisons between pictures they draw, 'A big flower and a small flower'. Staff follow the interests of children as they lie on the floor while children draw around their different shapes.
- The curriculum is well designed to meet the emerging needs of the children attending. Leaders consider the sequence in which children are taught the skills they will need to make good progress. A programme of supervision and training supports staff to deliver good quality teaching effectively. Early identification of gaps in progress are quickly seized on and action is taken to ensure that children receive the best possible start.
- Good routines and safe, healthy care practices help children to remain well. Children practise regular hand washing. Older children are independent in managing their own self-care. Staff provide gentle reminders to all children during play to remember what they need to do to stay well.
- Parents report positively about their children's care at the pre-school. They say their children enjoy their time there and are learning well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have continued to support families throughout the recent pandemic and make regular checks to ensure that children are safe and well when not attending the pre-school. Staff have a good knowledge and understanding of the signs and symptoms that may indicate that a child is more vulnerable to abuse or neglect. Local procedures are understood, and staff are familiar with what to do if they have any concerns, including any professional issues. The pre-school is secure. Effective risk assessment minimises risks to the children so they can play in a safe environment. Staff are vigilant around collection times to ensure that children are collected by a known person.

## **What does the setting need to do to improve?**

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

- enhance the opportunities for children to develop their use of phonics in daily activities
- help staff to consider how younger children can be fully engaged in activities, to make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY541890
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10105915
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Rosie and Jim's Childcare Limited
<b>Registered person unique reference number</b>	RP910807
<b>Telephone number</b>	02476662106
<b>Date of previous inspection</b>	30 April 2019

## Information about this early years setting

Foleshill Pre-school registered in 2016. The setting employs six members of childcare staff, including the manager, of whom four hold early years qualifications at level 3 and two at level 2. The pre-school is open term time only, Monday to Friday from 8am until 5pm. The provider is in receipt of funding for the provision of free early years education for children aged two-, three- and four-years-old.

## Information about this inspection

### Inspector

Yvonne Johnson

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and staff and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a joint observation of practice. An evaluation by the manager reflected on the quality of teaching and the impact this has on the children's learning.
- The inspector completed a learning walk with the senior team. They viewed all the areas used for childcare. They considered how the pre-school designs and implements the curriculum to meet the needs of the children attending.
- A range of documentation that supports the safe and effective management of the pre-school was viewed. This included a sample of policies and procedures. The inspector saw evidence of suitability checks on adults working with children.
- The views of parents/carers whose children attend the pre-school were considered. The inspector spoke to children and staff at appropriate times during the inspection.

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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