

Inspection of Cheylesmore Pre-School

Cheylesmore Association, Cheylesmore Community Centre, Poitiers Road, Coventry
CV3 5JX

Inspection date: 14 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are welcomed by caring staff who know children and families well. Children are confident. They access all parts of the provision independently, and from the beginning of the day they are inquisitive, engaged and concentrate on their chosen activities. Children's positive behaviour creates a calm and enjoyable atmosphere.

The curriculum is ambitious for all children, including children with special educational needs and/or disabilities (SEND). The wide range of activities provided for children reflect their current interests, stimulate their curiosity about the world, and promote their emotional and physical well-being. During daily activities, staff provide children with the knowledge they need for their subsequent education. Staff have high expectations of all the children. For example, children learn about planting, looking after their crops and learn about the life cycles of frogs and butterflies. They excitedly watch and wait for caterpillars to grow and change.

Staff have meaningful conversations with children. This helps children to become skilful communicators, such as while elaborating on their ideas and sharing them in a group when playing imaginatively. Children happily discuss caterpillars' transformation with the inspectors.

Children benefit from many outdoor and indoor activities that support their physical development. The manager of the setting carefully considers the use of funding to provide opportunities for all children to develop their small and large muscles. Furthermore, the leaders engage with other professionals to realise their vision of delivering high-quality and fully inclusive care for all children. For example, the manager ensures that children are able to access specialist resources and equipment should they need to do so.

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

- Partnership with parents is very effective. As a result of good communication between parents and the setting, children benefit from stimulating, meaningful activities that reflect their current interests at home and help them to make progress rapidly across all areas of learning
- Staff provide plenty of opportunities for physical activity indoors and outdoors and teach children to make healthy choices concerning exercise, rest and sleep. For example, children learn calm exercises that support their mental well-being. However, staff do not always promote and teach children to make healthy choices concerning food. As a result, some children lack an understanding of what food is suitable for their bodies and how to make healthy choices in the future.

- The curriculum is sequenced well, reflecting children's interests and needs. It is ambitious for all the children, including children with SEND. Staff follow children's leads and extend their learning. For example, in the home corner, staff provide opportunities for children to socialise, support each other and use resources purposely and safely. Children use a ceramic tea set for their 'afternoon tea' and practise handling skills while using knives to cut vegetables to cook their imaginative dinners.
- Staff provide children with many opportunities to gain new skills and knowledge about their world through hands-on experiences, local trips and outings. Children have opportunities to test their ideas and explore their natural environment. However, some staff do not fully encourage children to freely investigate various play materials to enable them to explore colour, texture and different properties.
- Staff promote children's language and communication skills well while engaged in quality conversations with them. Staff model language well. They often echo what children have said and add descriptive language and new words. Books are available for children in most areas of the provision, and staff encourage children to listen to stories often.
- Staff use mathematical language to teach children about numbers and set age-appropriate mathematical tasks to foster children's critical thinking. For example, when washing cars together, staff challenge children to count how many sponges are needed to ensure each child has one.
- Children have many opportunities to develop their writing skills. For example, children make Father's Day cards and write their wishes for their dads.
- Staff know children well and respond to their needs. Children learn to recognise their emotions and how their behaviour influences others. All staff acknowledge and praise children's efforts and, as a result, children feel valued and respected.
- Children behave well and are respectful towards each other. Older children help with risk assessments in the morning. As a result, children know how to keep themselves safe, use resources safely, and learn about safety during local trips and outings.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads fully understand their responsibilities for child protection across the setting. They attend relevant training and can identify different types of child abuse, understand their responsibility to make timely referrals to the relevant bodies, and practise safer recruitment. They understand their statutory duty to successfully promote 'Prevent' duty strategies and implement British values. The manager monitors the staff's knowledge and understanding of child protection and safeguarding. Staff are confident in their knowledge of identifying children who might be at risk of any harm or neglect and know that referrals must be made in a timely manner. Staff confidently communicate their responsibility to safeguard children and understand the referral procedure they must follow to keep children safe.

What does the setting need to do to improve?

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

- encourage children to explore and investigate play resources to enhance their learning even further
- extend children's learning about healthy eating and make healthy food choices to promote their well-being and independence.

Setting details

Unique reference number	EY553489
Local authority	Coventry
Inspection number	10174354
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	29 to 57
Total number of places	42
Number of children on roll	55
Name of registered person	Wardle, Elaine Lesley
Registered person unique reference number	RP553488
Telephone number	02475093679
Date of previous inspection	Not applicable

Information about this early years setting

Cheylesmore Pre-School registered in 2017. A team of 11 staff, including the provider and the manager, are employed to work with the children. Of these, one staff holds early years qualifications at level 4, two staff hold early years qualifications at level 3 and four are qualified at level 2. The pre-school is open Monday to Friday from 8am until 5pm, term time only. The pre-school provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Makowska

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children told the inspector about their friends and what they like to do at home and in their pre-school.
- During the inspection, the inspector talked to staff at appropriate times and considered their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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