

# Inspection of Allesley Pre-School

Further Education Centre, Birmingham Road, Allesley, Coventry CV5 9GT

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Inspection date: 9 June 2023

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## **Overall effectiveness**

**Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### The provision is outstanding

All children arrive extremely keen and immediately begin their learning. Staff provide exciting activities in all areas of this small nursery. Staff know how to ignite and capture the children's interests and provoke their imaginations.

Children's behaviour is superb. Staff are quick to praise them frequently throughout their play and routines. Staff acknowledge and reward their individual achievements, commenting on their 'excellent ideas', 'very clever brains' and 'super knowledge of language', when they identify a creature that is 'camouflaged'.

Children are transported into another place, such as 'being under the sea', through the staff's superb execution of storytelling and the use of books. Staff create awe and wonder, and this promotes the children's natural curiosity as learners. Consequently, children listen intently to factual information about sharks. Staff support children to take turns at wearing 3D glasses and articulately share their experiences of what they can see. Staff enthusiastically engage with the children and, in turn, excitedly ask questions about why a hammerhead shark has eyes that are so far apart?

Children love being outdoors. Staff innovatively enhance their learning linked to their current topic of under the sea. Children show their interest in pirates, and staff introduce fun action songs about 'scrubbing the deck'. Staff support children to enthusiastically use their bodies to create shapes during a yoga session. Staff use chalk to draw around the outline of the children's bodies as they lie on the floor. Children squeal with delight when staff draw a mermaid's tail in place of their feet.

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

- The management team has extensive knowledge and experience of working with children and their families. The manager and her deputy lead their staff team with confidence, guided by their robust policies and procedures. They also place a high emphasis on staff mental health and well-being, and staff report that they feel incredibly well supported.
- Recruitment and selection processes of staff and the members of the committee are extremely secure. Frequent checks are undertaken to ensure staff's ongoing suitability. Checks are frequently made directly with staff, giving them the opportunity to make the provider aware of any changes in their health, well-being and suitability to work directly with children.
- The staff work exceptionally well together as a team. There is a cohesive approach in providing high-quality care and education. The manager acknowledges the staff's individual qualities and abilities. Staff who have

qualifications and experience in supporting mental health and well-being provide the children with daily yoga sessions. Children have lots of fun and enthusiastically engage in these sessions, creating shapes of mammals, such as dolphins, and moving their bodies in a variety of ways. Children learn and practise the benefits of breathing techniques. Children understand that this helps them feel calm and relaxed, thus providing them with skills that support their overall well-being.

- Staff have extensive knowledge of each child's current stage of development and their identified next steps in learning. Each child has a key person, who also has a buddy. This ensures that each day a child attends, their care and education is specifically tailored to their needs. Children are making outstanding progress. This is because the curriculum is incredibly well thought out and designed around children's individual interests. Staff implement the exciting and innovative curriculum superbly and, as a result, children engage in heaps of activities that really inspire them to learn. Children's confidence overflows as they express the new knowledge they have gained.
- Children with special educational needs/and or disabilities receive support from staff tailored to their needs. They are swift to identify children who may need additional support and begin a process of monitoring in a timely manner. Referrals are made to ensure children get the early help and support that they may need. Staff build solid working relationships with other professionals involved in the children's lives.
- Parents of children attending this pre-school are delighted with the service they receive. The praise for staff is overwhelmingly high. Parents report that they especially appreciate the time staff give in supporting them through emotionally difficult times in their lives. Parents also appreciate the relationships shared between the staff and their children, describing the staff as much like extended family. Above all, parents describe the progress their children make attending the pre-school as fantastic. Many talk about the equally excellent experiences their older children received, who are now in school.

## Safeguarding

The arrangements for safeguarding are effective.

The management team has extensive knowledge of safeguarding. They cascade their knowledge gained through attending training and share their previous experiences with staff. Consequently, this helps less-experienced members of the team understand their roles and responsibilities. Staff are aware of the role of the designated safeguarding officer, and that they must share their concerns as they arise. Staff confidently demonstrate what they would do in the event of a concern about a child in their care. Risk assessments are highly effective. The pre-school is secure, and all visitors are vetted before accessing the building.

## Setting details

<b>Unique reference number</b>	507749
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10288984
<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>	2 to 4
<b>Total number of places</b>	43
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Allesley Pre-School
<b>Registered person unique reference number</b>	RP535200
<b>Telephone number</b>	02476404344
<b>Date of previous inspection</b>	8 November 2017

## Information about this early years setting

Allesley Pre-School registered in 1992. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications ranging from level 3 to level 6. The manager holds qualified teacher status, and the deputy holds early years professional status. The pre-school opens from Monday to Friday, from 9am until 5pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Lapworth

## 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.
- 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.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation on the suitability of staff.
- The inspector spoke with the manager about the leadership and management of the setting.

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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