

Inspection of Fillongley Pre-School and Nursery Ltd

Fillongley Village Hall, Coventry Road, Fillongley, COVENTRY CV7 8EQ

Inspection date: 14 June 2023

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

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this nursery. Staff are attentive and care a lot about the children. Children with special educational needs and/or disabilities (SEND) receive targeted support. All children thrive and make good progress from their starting points. All staff have high expectations of the children. The manager has devised and implemented an ambitious curriculum, that challenges and interests children. Consequently, children are eager and motivated to learn. Children display positive behaviours. Younger children enjoy playing alongside one another. Older children have formed strong friendships, are respectful and listen well to one another. This contributes to children's positive attitudes to learning and high levels of self-esteem.

Children enjoy independently selecting what they would like to play with from a broad range of resources and activities. Toddlers enjoy playing in the home corner. They pretend to make food and feed their baby dolls. This supports their imaginative skills and understanding of the world. Pre-school children love learning about herbs. They use scissors to cut the herbs and work hard grinding them. As they do this, they learn and use new words, such as crushing, grinding and bashing. This builds on their vocabulary and helps them to develop their hand muscles.

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

- Leaders and managers have taken effective action to address weaknesses identified at the last inspection. They have now implemented an ambitious curriculum, which is embedded across the whole setting. Staff know children well. They use assessment effectively to inform their teaching. They focus on teaching the skills that all children need to prepare them for their next stages in learning.
- Leaders and managers have implemented a well-considered settling-in process, ensuring that children are happy, settled, and ready to learn when they arrive. Staff undertake home visits and gather detailed information from parents about what children know, can do, and are interested in. Staff use this information to plan interesting activities and create focused plans as to what they want children to achieve and learn next. This ensures children are ready to learn.
- The identification and support for children with SEND is a strength of this nursery. Staff swiftly implement focused targeted plans of support, which are effective in ensuring children with SEND make the best possible progress.
- Children learn about their local community. They go on trips to the local allotment, walks, and attend the village fete. They learn about different festivals, including Pride and Christmas. However, there is scope to enhance the curriculum even further to provide children with an even broader understanding

of people outside their own community.

- Staff provide children with a language-rich environment. Children happily participate in conversations with staff and each other. Staff talk to children about what they are doing. They ask open questions and help children to recall past events to further build on their understanding. Staff use visual aids to support children with speech and language difficulties to participate and communicate effectively.
- Staff encourage children to develop good routines and habits, such as handwashing. Children are offered water, milk, and healthy snacks throughout their day. However, staff do not always teach and support children to fully understand the positive impact of consistently leading a healthy lifestyle.
- Parents speak very highly of the manager and staff team. They value the feedback they receive each day. They comment that they enjoy reviewing their children's progress summaries and learning journals. Parents report their children love attending the nursery.
- Staff receive good support from the manager through robust inductions and regular supervision meetings. The manager and staff recognise the importance of prioritising their professional development to enhance the quality of education and elevating the quality of teaching to the highest level. For example, recent training to support children's communication and language skills has equipped the team with a greater understanding of how to extend children's language and thinking skills even further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders manage safeguarding well. They follow safer recruitment procedures to help ensure staff suitability. The manager and staff carry out continuous checks on the indoor and outdoor environment to help ensure they are safe for children to access. Staff are knowledgeable about the possible signs and symptoms that indicate a child may be at risk of abuse. They are also aware of the local procedures they must follow to report any child protection concerns. If an allegation is made against any member of staff or the manager, staff know the procedures they must follow to report it.

What does the setting need to do to improve?

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

- extend children's knowledge and understanding further of how leading a healthy lifestyle positively contributes to their overall health
- provide even more opportunities for children to learn about communities beyond their own, to increase their knowledge of different people and cultures to the highest level.

Setting details

Unique reference number	EY458744
Local authority	Warwickshire
Inspection number	10248882
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	12
Name of registered person	Fillongley Pre-School & Nursery Ltd
Registered person unique reference number	RP532344
Telephone number	07445850388
Date of previous inspection	5 July 2022

Information about this early years setting

Fillongley Pre-School and Nursery Ltd registered in 2013. Sessions run between 9am until 1pm, Monday to Friday, during term time. The provider employs three members of staff, all of whom have relevant level 3 qualifications. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kiri Gill

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning.
- The inspector carried out a learning walk with the childcare manager and discussed their intent for children's learning in line with their curriculum.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the setting managers and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.
- The inspector took account of parents' views throughout 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023