

Coten End Pre-School

Coten End Youth Centre, Coten End, Warwick, CV34 4NU



Inspection date

9 December 2015

Previous inspection date

17 March 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff are well qualified, experienced and know how children learn. Staff use positive interactions and regular observations of children to accurately assess how well they are progressing. They effectively plan a wide range of stimulating activities to support children's next steps in learning.
- Children are warmly welcomed in the pre-school by friendly and caring staff. They develop strong attachments with staff and other children. Children's work is prominently displayed. This helps them to feel valued and develop a sense of belonging.
- Partnerships with parents are strong. There is a good flow of information between parents and staff about each child's day. Staff share information with parents about children's learning, which keeps them informed of their child's progress.
- Staff have positive links with the local school. Teachers from the Reception class are invited into the pre-school. Staff share information with the teachers about what children can do and what they need to learn next. This helps to prepare children when they eventually move to school.
- Children play in the well-resourced outdoor play area. They benefit from regular opportunities to get fresh air and be physically active. Children learn to develop an awareness of health and safety through the daily routines, discussions and activities.

It is not yet outstanding because:

- Overall, most staff promote children's communication and language through skilful questioning. However, at times, when children might benefit from time to think about their response and express their ideas, staff are too quick to provide the answer.
- Staff professional development is not highly focused on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- give children more opportunities to fully enhance and develop their communication skills and provide the time they need to think about and express their ideas
- extend the systems of performance management to raise the already high standard of teaching to an outstanding level.

Inspection activities

- The inspector had a tour of the rooms in the premises used for providing childcare. She observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views. She also reviewed written information provided by parents.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The manager has a good understanding of the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. All staff are knowledgeable about procedures to follow to protect children from harm. Staff carry out regular checks of the premises so that potential risks are minimised. This helps to promote children's welfare and safety. The manager and key persons work together to effectively track children's progress and identify any gaps in learning. This helps to ensure that opportunities for early intervention are quickly sought if necessary. Staff regularly attend training to further develop their knowledge and to enhance their skills. This has a positive impact on children's learning. The manager seeks the views of parents and children, and welcomes their suggestions to help drive improvement. Staff carry out frequent reviews of each other's practice and suggest where changes can be made. For example, staff regularly change the layout of the indoor play space to increase children's interest and engagement in their learning.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy the time they spend at the pre-school. They are excited and motivated to learn. Staff provide a rich, well-resourced environment which meets the individual needs of all the children in their care. Two-year-old children learn to be creative as they explore different textures, such as gloop. They have lots of opportunities to make marks and develop their early writing skills. Children's literacy skills are promoted well. The environment of the pre-school is rich in print and children regularly engage in story time with their key person. Children listen attentively and become engrossed in the stories that they hear. Three-year-old children build towers with plastic blocks. They learn to count, compare sizes and attempt simple number problems. Children take their time as they learn to safely handle different tools, such as scissors. Staff praise children's efforts and this helps them to try again. Children are encouraged to make independent choices in their play. For example, some choose to play games and others prefer to dress up as characters from story books. This helps children to actively enjoy their learning on their own and alongside others.

Personal development, behaviour and welfare are good

Children are warmly welcomed in the pre-school where their emotional well-being is effectively promoted. A strong key-person system is in place. Children's confidence and self-esteem are nurtured through the praise and encouragement they receive. Staff encourage children to be respectful of others and to recognise their own unique qualities. Children play cooperatively together and behave well. Children enjoy healthy and nutritious snacks which include a selection of fruit. Staff actively talk to children about the importance of healthy eating.

Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. Children are confident learners who are keen to engage in a range of activities. Children acquire skills, knowledge and attitudes that prepare them well for starting school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY336625 |
| Local authority | Warwickshire |
| Inspection number | 862690 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 5 |
| Total number of places | 41 |
| Number of children on roll | 62 |
| Name of provider | Coten End Playgroups Committee |
| Date of previous inspection | 17 March 2011 |
| Telephone number | 01926 491 873 |

Coten End Pre-School has been in operation for over 45 years and re-registered in 2007. The pre-school operates Monday to Friday during term time only. Sessions are from 9am until 11.30pm and 12.30pm until 3pm. A lunch club runs from 11.30pm to 12.30pm. The pre-school employs 10 members of staff, nine of whom hold appropriate childcare qualifications at level 3.

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