

Shining Examples Pre School



Keresley Community Centre, Howat Road, Keresley End, COVENTRY CV7 8JP

Inspection date	10 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- The managers, who are also the joint owners of the setting, are committed to providing high standards of care and education for the children who attend. They seek the views of parents and visiting professionals and use these to help them reflect on their provision. They implement carefully considered changes to continue improving children's experiences and learning outcomes.
- Staff work hard to provide a welcoming and stimulating learning environment for children, inside and outdoors. Children are offered a broad range of activities that is planned to link closely to their interests and learning needs. They have plenty of opportunities to make choices about what they do and to lead their own learning.
- Children settle well and quickly become familiar with the routines and expectations for their behaviour. Staff use lots of praise and positive reinforcement to guide children and build their confidence and sense of self-esteem. Children form good relationships with staff and show that they feel safe and happy at the pre-school.
- Staff engage children in conversations and ask questions to extend discussions. They listen and respond well to children, showing them that they value their contributions. Staff extend children's vocabulary and use stories, songs and rhymes effectively to help develop their speaking skills, as they join in with familiar words and repeated phrases. They use pictures and gestures to help support children's understanding.

It is not yet outstanding because:

- Staff do not gather detailed enough initial information from parents about children's prior learning and development, to help them identify precise starting points.
- Managers do not use assessment information as well as possible to track and monitor the progress made by individual and specific groups of children.

What the setting needs to do to improve further

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

- gather detailed information from parents about children's skills and capabilities on entry, to help identify precise starting points and target planning from the outset
- refine the tracking and monitoring of the progress made by individual and specific groups of children, to focus sharply on helping them to achieve at the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the pre-school's joint managers. She discussed the pre-school's self-evaluation with the joint managers.
- The inspector held a meeting with the joint managers. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She spoke with staff and children during the inspection.

Inspector

Vicky Mulholland

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff are alert to indicators that a child might be at risk of harm and know the procedures to follow to report any concerns about a child's welfare. They use risk assessment effectively to ensure that children play in a safe and secure environment. Managers work successfully with further education providers and schemes to support apprentices. As highly qualified practitioners, the managers use modelling, coaching and mentoring effectively. They help apprentices to gain a formal qualification and to develop the skills and knowledge needed to provide good-quality care and teaching. Managers understand the importance of ongoing professional development. They attend networking meetings and target training to benefit children attending the pre-school. For example, following recent training, they have introduced more opportunities for children to explore and investigate during their play.

Quality of teaching, learning and assessment is good

Staff use a variety of effective teaching strategies to build on children's learning and engage them in purposeful play. They help children to develop new skills, such as using scissors, butter knives and magnifying glasses. They extend children's understanding of the world and of people and communities beyond their immediate experience. For example, children learn about Eid and about the role of emergency services, such as the police. Following a story about owls, they are fascinated to look at and stroke a real owl, as staff explain that it used to be alive but is not any more. Children enjoy exploring a variety of materials and textures. They paint, draw and begin to develop the dexterity needed in readiness for writing. Staff encourage children's imaginative play, for instance, as they pretend to make birthday cakes with dough, using pieces of pasta as candles.

Personal development, behaviour and welfare are good

Children behave well. They learn to take turns, share resources and make friends with others. Staff support children successfully to increase their independence. For instance, they encourage them to spread butter on their toast, pour drinks and put on their own coats and shoes. Children have plenty of opportunities to be physically active. Staff teach them about safety, such as being careful of others and making sure they have enough space when joining in with action songs and rhymes. Staff build positive relationships with parents, other professionals involved with the children and schools that children move on to. Overall, they share information about children's learning and development in a variety of ways to help promote continuity in children's experiences.

Outcomes for children are good

Children who speak English as an additional language and those who are working below typical levels of development are supported well and the gaps in their learning are closing. All children make good progress in their development at the pre-school. Children are curious, ask questions and demonstrate that they are well motivated to learn. For instance, they ask, 'What are we learning about today?' They show an interest in numbers, learn to count and use mathematical vocabulary to talk about size and quantity. Children gain key skills that they need in readiness for starting school.

Setting details

Unique reference number	EY536110
Local authority	Warwickshire
Inspection number	10076760
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	20
Number of children on roll	17
Name of registered person	Mrs Carly Towns And Mrs Michelle Allen Partnership
Registered person unique reference number	RP536109
Date of previous inspection	Not applicable
Telephone number	07738234722

Shining Examples Pre School registered in 2016. The pre-school employs four members of childcare staff, two of whom are also the owners and joint managers. Three staff hold relevant qualifications, one at level 6, one at level 5 and one at level 2. The pre-school opens Mondays and Fridays from 8.30am until 12.30pm, and Tuesdays, Wednesdays and Thursdays from 8.30am until 3.30pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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