

Sowe Valley Busykids

Busykids Preschool, Ernesford Grange Community School, Princethorpe Way, COVENTRY, CV3 2QD

Inspection date

Previous inspection date

03/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Teaching is good because staff demonstrate a secure knowledge and understanding of how children learn. They undertake detailed observations, which are reflected in the planning to meet the unique needs of every child. Consequently, all children make good progress given their varying starting points.
- The warm and welcoming environment helps children to feel settled and the effective key-person system means children form strong attachments so that their emotional needs are well met.
- Partnerships with parents and other professionals are successful and help to ensure children get the support they need. Information is consistently shared about children's learning and development and this optimises the progress children make.
- Successful systems are in place to monitor practice. Management demonstrate a clear vision for improvement and plan realistic targets to strengthen future practice.

It is not yet outstanding because

- There is scope to further enhance the outdoor environment to maximise children's opportunities to learn about the natural world through planting and growing.
- Staff do not consistently check when batteries need replacing in some programmable and technology toys so that children can always use them in their spontaneous play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held a meeting with the provider and the manager of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in the indoors and the outside learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Hazel White

Full report

Information about the setting

Sowe Valley Busykids opened in 2014 and is registered on the Early Years Register. It is run by Sowe Valley Primary School Governing Body and operates from Ernesford Grange Community School in Coventry. The pre-school serves the immediate locality and also the surrounding areas. It is open five days a week, from 9am until 12.15pm during term time. Children attend for a variety of sessions. They are cared for in a self-contained unit and have access to a secure enclosed outdoor play area. There are currently 18 children in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. They support children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently three staff working directly with the children, all have an appropriate early years qualification at level 3. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- make the most of the outdoor environment so that children have greater first-hand experiences of planting and growing
- help children to explore programmable and technology toys more readily in their spontaneous play by making sure that batteries are regularly checked and replaced when necessary.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children come into the pre-school confidently and quickly settle and engage in their chosen activity. They are enthusiastic and happy about being at pre-school, enjoying a wide variety of activities that encourage their natural curiosity to learn. These take into account the unique needs of each child. Staff routinely complete detailed observations of children as they play. The information gained through this assessment is used to inform future plans and ensures that teaching focuses on children's interests and the next steps in their learning. Staff fully understand how the progress check for children between the ages of two and three years, supports their development and identifies any early intervention that might be necessary. They are confident to contact other professionals, with parents' consent to fully support children with special educational needs and/or disabilities. This helps to ensure that all children reach their full potential. Staff have high expectations of all children, finding out from parents what children can do before they start at the pre-school. Parents contribute to their child's assessment to share what they

have observed their child do at home. They are invited to formal meetings to discuss their children's progress and the pre-school has an open-door policy. These methods are highly effective in helping parents to fully support their children's learning so that they make the best possible progress in readiness for school.

The quality of teaching is good. Staff talk to children, commenting on what they are doing and ask questions to encourage their thinking and exploration. This helps children to use their growing skills and become confident communicators. Children complete jigsaws ably because they are effectively guided by the questions staff ask. They suggest, 'what about if you turn it around?' and 'what do you think?'. Children are encouraged to 'try it' and work out whether or not they are right. They are reminded to look at the picture on the lid because 'that will help build the jigsaw'. This approach supports children to solve problems and identify solutions. Children have access to a wide range of books, which they enjoy looking at together or alone. In addition, they enthusiastically listen to their favourite stories, which further supports their early literacy skills. Children learn that a book has a title and an author. They recall what happens in the story, describing how they 'went through the jungle' and 'across the ocean'. They identify killer whales in the illustrations and learn that buffalos and wolves are in the mountain. Children with English as an additional language are supported well. Some books are written in dual languages and parents are invited into the pre-school to read children stories in their home language. Staff find out about key words in the child's home language and these are displayed for all to see. In addition, all children learn to sign the welcome song. This effectively aids all children's communication and language skills.

Children develop their skills when using technology through the use of programmable and remote controlled toys, which are plentiful. However, staff do not consistently check when batteries need replacing and this interrupts children's play and enjoyment. Children develop an interest in mathematics as numbers and counting are introduced throughout the day. They count how many girls and boys are present at circle time and add both amounts together to get a total. Children recognise many numbers on the display board and are able to put them in order. They also learn which comes before and after the numbers. As a result, children are gaining a good understanding of mathematics. Children have free access to the outdoor play area. They confidently manoeuvre wheeled toys and climb equipment. As a result, they develop good physical skills and form a positive attitude towards being active. Children show great imagination, turning the play house into an ice-cream shop, putting signs up to show their 'customers' the type of lollies and ice-creams they have for sale. They decide how much they will sell for, some costing as much as 100. Children use magnifiers to search for insects and competently use watering cans to water the existing plants. They understand that this is necessary to keep the plants alive. However, children have fewer first hand experiences to plant and grow to further enhance their increasingly good understanding of the natural world.

The contribution of the early years provision to the well-being of children

Children are relaxed and confident in the nurturing care of staff. They benefit from good settling-in procedures, which are based around their individual needs. This helps to

support them in the transition between home and the pre-school. Children show a secure sense of belonging because they build trusting relationships with their key person. Relevant information is gathered from parents when children first start the pre-school. This is achieved through settling-in visits, thorough discussions and 'all about me' documents being completed. Consequently children's likes, needs and routines are well known. Children behave very well, learning to share and take turns. They follow simple rules such as using 'kind words' and 'listening ears'. As a result, they quickly learn about expected behaviour and are responsive to praise and encouragement. This means that they have high self-esteem. Children are independent as they manage their personal care and dress themselves for outdoor play. The learning environment is well organised so that children can choose resources and move between indoor and outdoor areas throughout the day.

Children are well-nourished because they are provided with a good range of healthy snacks. Staff use this time to enhance children's understanding of healthy eating. For example, they talk about how eating fruit and drinking milk makes their bodies strong and healthy. Children are also fascinated to learn that grated orange peel can be used when baking cakes. Snack times are social occasions as children sit chatting to their friends. They choose when they have their snack and this allows them to continue their activities and enhances the flow of the session. All children learn sensible hygiene routines because staff act as good role models, washing their own hands. Toilet facilities have been well-thought-out so children can access the easy-to-use taps and paper towels.

Children relish being outside in the fresh air, showing great enjoyment as they learn to ride wheeled toys and balance on stilts. Consequently, they gain good physical skills. Children dance to music and are clearly delighted to take part in action songs, some of which are in different languages. Children know how to take sensible risks in their play because staff remind them of the rules that keep them safe. For example, children learn that it is important to tidy floor toys away when they have finished playing with them so that others do not trip over them.

The effectiveness of the leadership and management of the early years provision

The manager has a good understanding of her roles and responsibilities to meet the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. As a result, the pre-school is led and managed efficiently. Staff have a firm understanding of the safeguarding policy and procedures, which helps to keep children safe from harm. All staff have attended safeguarding training and are clear on the actions to take should they have any concerns about a child in their care. There are clear recruitment and vetting procedures to check staff suitability, meaning children are cared for by staff that are suitable to do so. Risk assessments are carried out on all areas used by children and for outings undertaken. Staff complete daily checks to ensure the environment is safe and well organised, enabling children to freely access resources and make independent choices in their play.

Staff work well together and they are deployed effectively as a team. As a result, they provide good quality care and education for children. This reflects in the happy and welcoming environment and good practice. Staff meetings are used to share information and ideas and to ensure staff are kept up to date with any relevant changes. The manager is aware of her role in monitoring the delivery of the educational programmes and together, with the provider, maintains an overview of the continuous provision for children, the quality of teaching and the progress children are making. As a result, planning and assessment is consistent and displays an accurate understanding of children's skills, abilities and progress. This is further supported by effective supervision arrangements, where staff discuss individual children's progress, address any issues and jointly identify training. This supports their own professional development, hence, promoting the interests of children. The pre-school uses self-evaluation to identify areas for improvement and clear action plans are in place to bring about continual development. For example, staff created 'zones' for specific areas of learning so that the learning environment is more inviting to children. The views of parents are obtained in a variety of ways to help fully develop the provision. For instance, this is achieved through discussion and questionnaires. This helps to further support long term achievements and improve the quality of provision for all children.

Staff share positive relationships with parents who are made to feel welcome in the pre-school. Parents speak highly of staff, explaining they feel very well informed; their children are happy and making really good progress in their learning. There is plenty of useful information available on the parents' noticeboard and the successful good communication further enhances the good partnerships in place. Staff work very closely with the school next to where the pre-school is based. The majority of children go on to attend this school and benefit from the good partnerships. For example, children attend special events and go over for transitional sessions in the lead up to leaving the pre-school. Staff share development and planning information with teaching staff, which helps to support good continuity of learning for children. Partnership working with other professionals and agencies is also well established and used to identify any additional support that may be needed to help all children make the best possible progress.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY473867
Local authority	Coventry
Inspection number	950516
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	18
Name of provider	Sowe Valley Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	02476437983

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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