

Sowe Valley Busykids

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



Inspection date	12 October 2018
Previous inspection date	3 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- Staff use their observations and assessment of children's progress to plan activities that challenge children effectively to reach the next stage in their learning. Children make good progress.
- Staff give children's personal, social and emotional development a high priority. Children who are new to the setting separate happily from their parents and confidently make decisions from the play activities available to them.
- Staff promote children's communication and language development effectively. They foster the use of signing as a communication strategy, particularly to aid communication for children who have special educational needs or speak English as an additional language.
- Children make good progress in their physical development. Staff encourage them to play with a variety of resources that help them to develop good handling skills.
- Parents share very positive views about the provision. They comment on the variety of activities, safe environment and the friendly and skilful staff. Parents appreciate the close links with Sowe Valley Primary School and say that regular visits for their children ease the transition to 'big school'.
- Leadership and management are effective. The manager and staff receive support from the head of early years in Sowe Valley Primary School to evaluate practice and keep their early years knowledge current. Staff attend training and the manager attends early years briefings organised by the local authority.

It is not yet outstanding because:

- Information gathered from parents when children start does not fully identify what their children know and can already do, in order to further support initial assessment and planning.
- Staff do not consistently make the most of opportunities to support children in exploring different materials and resources and finding things out for themselves.

What the setting needs to do to improve further

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

- build on the arrangements for gathering information from parents when children first start, in order to use this to help plan for children's future learning
- enhance practice for supporting children in exploring different materials and resources and finding things out for themselves and developing their own ideas.

Inspection activities

- The inspector observed activities as children played in the indoor and outdoor play areas.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She discussed teaching methods with the pre-school manager.
- The inspector held meetings with the manager. She looked at relevant documentation and evidence of staffs' qualifications and suitability.
- The inspector took account of parents' views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff identify and successfully minimise all potential risks. The premises are secure and staff are continually deployed well, so that they supervise children at all times. Staff are aware of their responsibilities to protect children from abuse and neglect. They know the internal and external referral procedures to follow if they are concerned about a child. They are aware of the duty to prevent children from being drawn into situations that may put them at risk from harm. Staff work effectively with parents and other early years professionals to ensure that children with special educational needs and/or disabilities receive the additional support that they need. They evaluate practice to identify the strengths of the provision and areas where improvement could be made. A current focus is to continue to enhance learning opportunities for children outdoors.

Quality of teaching, learning and assessment is good

Staff support children well, so that they acquire skills and a capacity to learn in order to reach the next steps in their learning. They observe and assess children effectively and provide activities and support that help them to make good progress. Staff support younger children well as they progress from saying single words to putting words together and forming simple sentences. Staff ensure that group times are successful in capturing the interest of children who are at different stages of development. Children sit in a circle on individual mats that are cut into different shapes. They happily join in with a good morning song, each child responding with a handshake when others sing their name, even if they do not yet know the words. Children stand and then sit back down when a volunteer counts and taps each of them on their shoulder. Older children are able to find the number they have counted on the displayed number line. When staff tell them the sound of the first letter for the day of the week they are able to select a card with Friday printed on it. At the end of the short session, staff support younger children in naming the shape and colour of the mat they have been sitting on.

Personal development, behaviour and welfare are good

Staff create a welcoming environment and the relationships between them and children are strong. Staff promote children's self-esteem effectively, for example, through acknowledging and praising each child's efforts and achievements. Children learn to consider others, share and take turns. They are physically active in the outdoor area every day. Staff provide a healthy snack and children practise their good handling skills as staff encourage them to independently pour milk or water for themselves. Children learn about similarities between themselves and others, such as through learning about different families and traditions.

Outcomes for children are good

Children make good progress in readiness for their eventual move on to school. Older children readily engage in conversation with their friends. Children learn to manage their self-care needs independently and manage simple tasks for themselves, such as putting on their coats before playing outside. Children count while they play. They learn that print carries meaning. Children make marks in different ways and develop good pencil

control.

Setting details

Unique reference number	EY473867
Local authority	Coventry
Inspection number	10069260
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	17
Name of registered person	Sowe Valley Primary School Governing Body
Registered person unique reference number	RP911264
Date of previous inspection	3 July 2014
Telephone number	02476443286

Sowe Valley Busykids registered in 2014. The pre-school employs three members of staff, all of whom hold appropriate early years qualifications at level 3 or level 4. The pre-school opens from Monday to Friday term-time only from 8.45am to 11.45am. It provides funded early education for two-, three- and four-year-old children.

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