

# The Covey Pre-School

Inspection report for early years provision

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**Unique reference number** 136095  
**Inspection date** 11/10/2010  
**Inspector** Susan Harvey

**Setting address** Unit 4, Webbs Wood Road, Bradley Stoke, BRISTOL, BS32 8EJ

**Telephone number** 0117 9311999

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Covey Pre-School opened in 1993 and operates from a playroom in a converted barn, in Bradley Stoke, South Gloucestershire and is part of Covey Nursery setting. The pre-school is open five days a week, 8am to 6pm, 50 weeks of the year. There is access to an enclosed outdoor play area on a nursery site nearby.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 43 children aged from two to under five years on roll. The pre-school can support children with special educational needs and or disabilities.

There are six members of staff, all of whom hold appropriate early years qualifications. Two members of staff have achieved Early Years Professional Status, one of whom is a full-time member of staff. The setting provides funding for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Covey Pre-School environment is inviting and inclusive for the children who attend. They are safe in the building and well-behaved. Partnerships between parents and staff are good which is significant in keeping the two-way flow of information going for the benefit of children's welfare needs. There is a good selection of toys and resources for children to choose from, which has some impact on their learning through play. Links with other settings to which children attend are yet to be developed. Children's progress is hindered due to the next steps of their learning not being fully identified and their individual interests not being consistently used in the planning. Children do not have the opportunity to independently go outside to play.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems to ensure that children's interests are considered when planning individual next steps in their learning and ensure these are followed through in practice with the children to support their learning and development
- ensure effective continuity and progression is maintained by sharing relevant information with other settings children attend and to make sure that what is provided for each child complements the education they receive in other settings
- ensure planning includes daily opportunities for all children to experience

fresh air and exercise in a secure environment.

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

Staff in the pre-school have a sound understanding of the need to ensure that children are safeguarded. Sufficient arrangements are in place to protect children from people who are not vetted. Staff keep children safe in the building and on outings using a risk assessment and record which is readily available to be checked at regular intervals. Policies and procedures are well documented, easy to read and available to parents at all times. Parents are fully aware of the process staff will take in the event of a complaint.

There is a strong partnership between staff, parents and carers. In response to requests for comments about the service the pre-school staff provide, parents say that they are very accommodating and flexible. Staff are approachable and take time to talk with parents on collecting their children. Parents appreciate the pre-school family ethos and caring approach taken by the staff and management. Parents feel involved in their children's learning at home and are happy with the well-established staff. Staff work together with other professionals when needed, however, links with other settings children attend, have not been established. This means that information is not provided which would give staff an all-round picture of the children's learning.

Staff have sufficient understanding of the Early Years Foundation Stage regulation and requirements and have adopted a system for recording children's progress, using learning journals. But there is little evidence in the journals which consistently identifies the next stage of the children's learning and how this will be managed. Planning is detailed and flexible, but does not always consistently take into account the individual interests of the children, in order to help them feel part of their own learning. Equality and diversity is promoted through the use of books and stories, posters and pictures. Staff encourage the children to experience other means of communication such as Makaton signing, which is used during song time with nursery rhymes and songs. This helps all children to be included in the activity.

Resources such as staff and equipment are sufficiently managed. Children independently reach for boxes of toys which are clearly labelled. The toys are clean and in good condition. A comfortable book corner is attractive to the children and available for them to relax and look at books. The pre-school management have developed a system of self-evaluation which uses the local authority guidelines. This has identified some areas for improvement such as utilizing the garden in the Covey Nursery setting more and to forge links with the local primary school in order to use their outdoor facilities.

## **The quality and standards of the early years provision and outcomes for children**

Children are cared for in a secure, welcoming environment in which they can rest and play. They learn appropriate personal hygiene routines through gentle reminders and close supervision from members of staff. Children independently use tissues to keep their noses clean and deposit the used tissue appropriately in a bin. As a result, children are learning the importance of how to prevent the spread of infection.

Children feel safe and are secure in the care of the staff. They encourage children's self-esteem through praise and support. Children are independent. Mostly they are able to choose what to play with and know the routine of the day, as well as when to use an apron for painting or messy play. Children independently pour their own drinks of water throughout the day from jugs placed at a height which can be easily reached. As a result, they are beginning to know their own bodily needs.

Children make sufficient progress in developing their personal qualities. They are able to take responsibilities for small tasks such as sweeping up sand from the floor using a dust pan and brush; they are well behaved and work harmoniously together in small groups. They are developing skills for the future such as planting bulbs to raise money for a national charity, taking turns and listening to each other.

There is no direct outside play area for the children to use and keep them sufficiently safe. However, the nearby Covey Nursery setting which is part of the pre-school establishment has a garden, to which staff take small groups of children. But this is not regularly included as part of the daily planning for outside play and presently, not all children routinely experience daily fresh air. Through activities planned by the staff, children have sufficient opportunities to be creative. They spontaneously draw; make lists for shopping, crayon work sheets, use glue and glitter. Children enjoy dressing up and acting out television characters. Opportunities for children to make choices for themselves are varied. They are able choose which song to sing from a range of picture cards displayed around the building, but their interests are not always used to specifically extend their learning. Overall, children are happy and staff are kind.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met