

Inspection of Emscote Pre-School

Emscote County First School, All Saints Road, Warwick, Warwickshire CV34 5NH

Inspection date: 21 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children eagerly enter this exciting pre-school. They are greeted by kind and welcoming staff. Staff gather valuable information about children before they start, such as their family lives, interests, medical details, experiences and routines. This is clearly displayed throughout the nursery so that all staff understand children's individual needs. This ensures that staff know their children well and can form secure relationships with them. As a result, children are content, settle quickly and demonstrate that they feel safe and secure in their environment.

Staff consistently implement the pre-school rules and boundaries, such as listening to each other, being kind, sitting still, and not running indoors. They reinforce good behaviour by offering praise, and are good role models. Consequently, all children behave well, make good progress in their learning and are well prepared for their future move to school.

Staff plan for the individual needs of children. They provide them with a broad range of activities and resources that excite and motivate them to play and learn. For example, children delight in learning how to use binoculars to find out about birds, trees, the sky and nature. They collaborate to share ideas and resources and discuss what they have seen. As a result, all children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning from their starting points.

What does the early years setting do well and what does it need to do better?

- The manager has a clear vision of what she wants children to learn during their time at pre-school. The curriculum is well sequenced and ambitious. However, at times during activities some staff ask the children too many questions with the hope to extend their learning and problem-solving skills. They do not recognise the impact of the many questions they ask throughout activities. This affects children's ability to process information. As a result, they become overwhelmed and do not have time to explore or answer the question before being asked the next one.
- Children develop important large motor skills as they throw and kick balls, tip and pour water, hop, jump, run and skip around the garden. They also develop their small hand muscles by cutting with scissors, using pegs and drawing. This shows good progress and a positive attitude towards learning.
- The manager and staff support children in learning important skills that will help prepare them for school life. Children demonstrate good levels of independence. They choose their own activities, meet their personal care needs and serve themselves their own food. Children take turns helping each other and sharing resources as they play happily together. They form friendships and are

developing an understanding about tolerance and acceptance of others.

- Staff use songs to embed routines, and encourage children to practise speaking. During registration time, the children sit nicely and listen. They have the opportunity to speak about themselves in front of small groups, which helps to further build their self-esteem and confidence in talking.
- Targeted support for children with SEND is excellent. Staff observe and assess individual children's ongoing development to enable them to swiftly recognise any gaps in learning. The special educational needs coordinator liaises with outside professionals to ensure that children receive support and get the right level of help at the right time.
- There is an effective key-person system in place that makes sure all children feel secure, helps them to build positive relationships and gain confidence. Staff are attentive to children. They are kind and provide reassurance if they need it. There are noticeable warm and caring relationships between staff and the children.
- The manager is passionate and motivated. She strives to maintain the good standards of care and education they provide. A strong focus is placed on the well-being of staff. Staff report high levels of satisfaction in their roles. They say they feel valued and supported. This results in high staff morale and a dynamic team.
- Parents report that their children enjoy their time in the nursery. They say they are happy and settled and make good progress. Parents appreciate the daily feedback, regular parent meetings, and how supportive and welcoming the manager and team are. Parents also appreciate the support given to them and their children in preparation for starting school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts and respond to questions and discussions, to fully support their developing language and thinking skills.

Setting details

Unique reference number	EY388576
Local authority	Warwickshire
Inspection number	10339319
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	38
Number of children on roll	39
Name of registered person	Emscote Pre-School Ltd
Registered person unique reference number	RP902312
Telephone number	01926 495619
Date of previous inspection	11 July 2018

Information about this early years setting

Emscote Pre-School registered in 2009 and is in Warwick. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and level 2. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kiri Gill

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to take into account their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views
- The inspector spoke with the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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