

# Inspection of Coten End Pre-School

Warwickspace, 71 Coten End, Warwick, Warwickshire CV34 4NU

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Inspection date: 8 June 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive to the pre-school happily. They have warm and caring relationships with staff, which helps them to feel safe and secure. They develop good relationships with their key persons, who know and build on the children's interests. Staff are child-centred and attend well to children's needs. Children explore the environment which is set out with activities to engage them. Children develop independence well. They enjoy selecting their own resources in play and putting their finished work into their own folders. There are lots of opportunities for physical development, problem-solving and for children to manage their own risks. For example, children enjoy using skateboards to slide down the slope outside and they laugh when staff join in their game.

Children enjoy supporting each other in the setting; they cheer each other on when they complete an activity. Generally, children behave well. They take turns and share resources well. Children join in with well-structured routines and listen to staff well. Children enjoy the activities that are available in the setting and benefit from a curriculum that is well sequenced. Children learn about a range of cultural festivals and enjoy trips out, such as to a local castle and grounds.

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

- The curriculum for children is well designed and sequenced to support children to progress through their stages in learning. Staff work with parents to establish starting points when children start the setting. They use what they know about the children and skilfully combine children's interests along with additional topics. This helps to provide a rich and purposeful environment which engages and challenges children and promotes their learning and development effectively.
- Key persons know their children well. They know the individual needs of children, including what they need to learn next. Staff plan activities for children to ensure they make continual progress.
- Children's communication and language are promoted well. Staff read stories and sing songs with children throughout the day. They use simplified sign language to support communication. Children self-select books and sit quietly while looking at them independently, which further extends their learning.
- Staff are aware of the impact the COVID-19 pandemic has had on children's confidence and social skills. They plan experiences to help children develop in this area. For example, children are encouraged to play in groups and support each other in activities. This helps to promote their personal, social and emotional development.
- Older children who require medication are increasingly aware of their own health needs. For example, they understand the need to take medicines with them

when moving around the pre-school, and do so effectively.

- Children develop their physical skills. They enjoy using the range of climbing equipment in the outdoor area to secure their climbing and balancing skills. There is a range of opportunities for children to develop their smaller hand muscles to support their use of one-handed tools.
- Opportunities to develop problem-solving skills and independence are abundant. Children access a creative area and make decisions about what they would like to do. They have fun when they access their own paint and mark-making materials, and mix colours together and paint their own pictures.
- Overall, children behave well. They interact politely and are kind to each other. However, some children are not aware of their own behaviour and the impact this has on others. Children get frustrated because staff do not use appropriate strategies that promote children's individual levels of understanding.
- There are clear routines in place in the pre-school. Most children enjoy joining in with these and transition easily between activities and sessions.
- Staff complete regular training, including first aid and safeguarding. The manager completes effective supervisions with staff and training needs are identified. Staff are deployed well to ensure they meet children's needs and support children's learning and development. However, where staff hold more than one role, the training received to support them to fulfil their responsibilities is not yet fully embedded, to enable them to carry out their duties effectively.
- The manager routinely evaluates the provision. She regularly reviews practice and the effectiveness of the pre-school environment. The manager is aware of the pre-school's areas of development and seeks out opportunities to make continuous improvements and enhance the provision for the children.
- Parents speak positively about the partnership with the friendly staff and key persons. They say they receive regular updates about their child's learning and development and are aware of where they are developing next.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have good knowledge of safeguarding and complete safeguarding training together as a team regularly. This helps to refresh their understanding and to protect children from harm. The manager and staff can identify possible signs and symptoms of abuse. They understand the policies and procedures in place and know how to report concerns about children and allegations against staff. The manager and staff are vigilant and ensure the premises are secure. There are robust risk assessments and regular safety checks to ensure the environment, resources and equipment are safe for children. These are kept up to date and are amended as needed, including where there is new equipment. The manager has a good understanding of recruitment and induction processes. These include the background checks that are carried out to ensure staff are suitable to work with children at the pre-school.

## **What does the setting need to do to improve?**

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

- support staff to develop a further understanding of a range of behaviour management strategies to support children at their individual levels of understanding and that are appropriate to meet their needs
- embed knowledge gained from training to strengthen staff skills and enable them to carry out all their roles more effectively.

## Setting details

<b>Unique reference number</b>	EY562461
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10191408
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Coten End Preschool CIO
<b>Registered person unique reference number</b>	RP562460
<b>Telephone number</b>	01926491873
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Coten End Pre-School re-registered in 2018. The pre-school is located in Warwick. They open Monday to Friday, from 8.15am to 3.15pm, term time only. The pre-school employs nine members of staff; all are qualified to levels 3 or 4. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Laura Reason  
Suzanne Taylor

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The manager and the inspectors completed a learning walk of the pre-school and discussed the arrangements for their curriculum.
- The inspectors held discussions with the manager of the setting to discuss the arrangements and organisation of the pre-school. The inspectors looked at relevant documentation to review the suitability of staff working in the pre-school.
- The manager and the inspectors carried out a joint evaluation of an activity. The inspectors observed the quality of teaching throughout the inspection and assessed the impact this has on children's learning.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors spoke to staff and children at appropriate times during the inspection.

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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