

# Foxton Pre-School

Inspection report for early years provision

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**Unique reference number** EY376520  
**Inspection date** 12/01/2009  
**Inspector** Paula Durrant

**Setting address** Foxton Pre-School, Foxton Village Hall, 11 Hardman Road,  
Foxton, Cambridge, CB2 6RN

**Telephone number** 07946 713708

**Email**

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

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

Foxton Pre-School is an established provision, originally opening in 1978, moving to the current location in 2002 and re-registering in 2008 due to a change in status of the registered provider. The pre-school is now a limited company made up of parents of children who attend. The provision operates from the village hall in Foxton. Access is via a level paved path. The premises comprises of an entrance foyer, a large hall, toilet facilities, walk-in store room and a kitchen. There is a secure enclosed outdoor play area adjacent to the main hall. There are no pets.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to provide care for a total of 30 children under eight years. There are currently 28 children in the early years age range on roll. Children attend for a variety of sessions. The Pre-school welcomes children with learning difficulties and or disabilities and children who have English as an additional language.

The pre-school is open from 09:00 until 15:15 on Monday, Wednesday and Thursday, and from 09:00 until 11:30 on Friday, during school term time. The pre-school employ three staff, all are qualified to Level 3, two of these are working towards a Level 4 qualification in early years. The pre-school receive support from a qualified teacher. The group have links with health visitors, speech therapist, special education advisers and the adjoining local primary school.

## Overall effectiveness of the early years provision

Children enjoy and have a true sense of belonging in this provision. They exude good levels of confidence and openly share their thoughts and feelings with adults and their peers. Learning opportunities help to meet most children's needs and keep them actively engaged. Children develop a good understanding of the wider world and are sensitive to the needs of others due to the positive attitude of the staff. The setting are very committed to continuous improvement. They have established positive links within the local community and are developing their systems for sharing information.

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

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

- plan experiences for boys that build on their interests and value their strengths as active learners and problem solvers.

## The leadership and management of the early years provision

Effective maintenance of records, policies and procedures generally supports the individual needs of children and the smooth operation of the setting. Staff are

highly experienced childcare practitioners and they use their continually updated skills to deliver good quality care and learning. The pre-school leader actively encourages personal development of the staff team. All staff are qualified to Level 3 and some are working towards a Level 4 early years qualification. A range of courses are attended by all. Rigorous observation, assessment and planning systems generally promote uniquely individual learning programmes. Ongoing review of written procedures ensures the group comply with legal requirements and that areas of strength and areas for further development are highlighted and acted upon. Use of a formal self-assessment system contributes to the setting's monitoring and evaluation of practice. Parents and children are actively encouraged to participate in this process. This values children's voices and respect their opinions and those of their parents.

Robust recruitment procedures ensures the suitability of staff and parent helpers. Rigorous vetting procedures and monitoring of visitors to the setting, ensures children's safety and welfare is promoted well. Staff have a secure knowledge and understanding of the Local Safeguarding Children Board's procedures and are able to implement this in practice. They have attended child protection training and openly share their written policy with parents. Effective staff deployment and the clear direction given to parent helpers means that children receive a good level of support from adults. Comprehensive risk assessments of the premises, equipment and activities ensure identification of potential harm to children and the immediate action to take to eliminate any identified risk.

The setting have extremely positive partnerships with parents and with other settings and agencies such as the local primary school. Planning and assessment procedures have been revised in conjunction with the school's Key Stage 1 teacher. This provides continuity in the information shared with parents and carers. The group are receptive to the needs of families and alter their practice in accordance with this. For example, communication systems are available electronically, verbally or in paper format. Home link books provide a positive two-way flow of information between the setting and home on children's learning, development and progress.

Staff know when and how to call in specialist help to support children. The key person system is very effective and gives reassurance to children, making them feel safe and well cared for. They are able to respond sensitively to children's feelings, ideas and behaviour and work with parents to make sure that the child is being cared for appropriately.

## **The quality and standards of the early years provision**

Overall, most children make good progress in their learning and development. Experienced staff use their knowledge of child development and of the Early Years Foundation Stage framework. This supports delivery of practical, meaningful experiences that children can relate to. For example, children observe the change in appearance of the characteristics of liquids and solids, linking the feel of the an ice cube to the current weather. They problem solve in their imaginative play as they serve pretend 'wool noodles' to each other. Children develop knowledge of

other cultures as they paint animals from the Chinese calendar, and use chalks to recreate Chinese writing. They handle a range of tools with good dexterity, such as, chop sticks, scissors, trowels, writing materials and cutlery.

Staff manage adult to child ratio's well. They make good use of parental involvement to support practical activities with the children. For example, parents read books to children on request. Children listen attentively to stories. They enjoy sharing and handling books with their friends and demonstrate familiarity that print carries meaning and are beginning to understand terms such as 'title', 'author' and 'illustrator'.

Staff are conscientious in their organisation of equipment. They ensure a good balance of resources that cover all aspects of children's development and learning. Children have some opportunities to make independent choices. They are able to follow their own interests as they select from the wide range of resources available. Children have good access to information and communication technology equipment. This enhances their hand and eye coordination and develops skills for future economic well-being.

Children access a broad balance of indoor and outdoor play activities. They enthusiastically climb to the top of the grass mound tunnel to roll themselves to the bottom, laughing and giggling as they stand up and repeat the process. Children negotiate roles of 'player' and 'goal keeper' in football as they take turns to kick and catch the ball. They listen to the sound their footsteps make as they walk across the low-level raised wooden bridge.

The key person plays an integral role in observation, assessment and planning for individual children's needs. All staff know the children well and have effective systems to record each child's attainments. Partnerships with parents and carers are highly effective. This ensures a good two-way flow of information, enabling parents to support their children's learning at home. Whilst assessment and planning is generally effective, on occasion some boys are not always purposefully involved in activities. The pre-school has positive links with the local school and works in partnership with other agencies to enhance the quality of the provision and the opportunities for each individual learner.

Children learn positive strategies to keep themselves fit and healthy. For example, they know when and how to wipe their nose and wash their hands. They understand the reason behind these processes, to eradicate germs. Children benefit from daily exercise both inside and outside. They dance to music and access an array of challenging apparatus to develop their large motor skills. Children have a sound awareness of the impact of regular exercise as they openly talk to staff about the changes to their bodies when running and jumping in the garden. Children eat a well balanced main meal at lunchtime and enjoy fresh fruit at snacktime. They learn about the wider world as they discuss and locate the origin of the fruit they eat on a map of the world. Drinking water is accessible at all times.

Most children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs, and those of others. For example, children are

beginning to be able to resolve conflict in isolation and with adult assistance. Children are polite, courteous and helpful. They use their manners in appropriate contexts and contribute to the organisation of the daily routine, such as, when tidying up and laying the table.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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

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

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



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.