

# Earith Pre-School 7

Inspection report for early years provision

---

**Unique reference number** 221818  
**Inspection date** 13/02/2009  
**Inspector** Lynn Lowery

**Setting address** The Earith Community Organisation Building, Earith School  
Grounds, School Road, Earith, Huntingdon,  
Cambridgeshire, PE28 3QB  
**Telephone number** 01487 8414 78(8am to12)  
**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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Earith Pre-school 7 enjoys good links with the Earith Kids Klub which shares the same building and resources. It opened in 1970 and operates from a large purpose-built building, which is situated within the school grounds of Earith Primary School in the village of Earith, Cambridgeshire. There is a secure enclosed outdoor play area. The setting is fully accessible for children and adults with disabilities. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.30, a lunch club operates from 11.30 to 12.30 and afternoon sessions on Mondays and Thursdays are from 12.30 to 15.00, term time only.

There are currently 28 children on roll, aged from two to under five years of age and the setting receives funding for early years education. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children come from the local area. The pre-school supports children with learning difficulties and/or disabilities and English as an additional language.

The management committee employs five members of staff. Of these, three hold appropriate early years qualifications and the others are working towards them.

## Overall effectiveness of the early years provision

This is a very well organised pre-school where suitably qualified staff are committed to helping all children learn in a safe, supportive and interesting learning environment. Children thoroughly enjoy their time here and make good progress towards achieving the early learning goals. There are excellent links with parents, who say they are kept well informed and are fully involved in their children's learning. Self-evaluation is effective and means the pre-school has a good capacity to improve. It is very inclusive and takes fully into account children's individual needs.

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

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

- observe and assess children's achievements accurately, by specifying on planning sheets how the learning outcomes for activities will be different for children of different ages and abilities
- undertake an annual review of policies so that they are all up to date.

## The leadership and management of the early years provision

Excellent relationships between staff, parents and children, and a strong sense of teamwork underpin the success of this Pre-School. Parents are well informed about

activities and their children's progress. They particularly appreciate the staff's willingness to listen to their concerns. Staff are all involved in evaluating the setting's performance and effectiveness. They have worked together to gain an accurate picture of the quality of their work and areas that need improving. This has led, for example, to the introduction of individual assessment booklets and to key workers planning for the next steps in children's learning. The rigour of the self-evaluation is successfully enabling the setting to engage in continuous improvement.

Safeguarding procedures meet statutory requirements and together with regular risk assessments and fire practices, help ensure children are kept safe from harm. Staff are fully conversant with the policies and the leader ensures that all staff implement procedures consistently and correctly. Regular visits to the school to which children transfer, and opportunities to meet the reception class teacher, ensure a smooth transition. The relatively new play leader is in the process of reviewing and updating policies and procedures, but there are still some in need of review and amendment so that they are fully up-to-date.

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

Weekly planning shows a wide range of interesting activities covering all six areas of learning. This, together with good support to learn, enables children to make good progress towards achieving the early learning goals. Planning is effective because it takes into account children's individual interests and preferences. However, staff realise they now need to ensure planning clarifies their expectations for children of different ages and abilities, particularly when they undertake the same activities.

Children thoroughly enjoy their time at the pre-school. They move freely between indoor and outdoor activities, for example, playing in the snow during the inspection. Children are encouraged to be independent and enjoy selecting their own resources and activities. They are keen to take responsibility, for example as 'star helpers'. They take good care of the resources and willingly tidy up at the end of the session. Social skills develop well and children grow in confidence and are thoughtful and helpful. They play well together, taking turns and sharing. The atmosphere is calm and purposeful because children are fully engaged in their learning.

Outside, children love whizzing around on wheeled toys, improving their balance and ability to avoid obstacles. Creative development is good. Children make junk models, for example of insects, and are encouraged to draw and paint. During the inspection they enthusiastically made and decorated heart shaped biscuits for someone they love. Children develop early reading and writing skills well and enjoy sharing books with adults. They use the computer regularly and effectively to develop information technology skills. They move around sensibly and safely and are health and hygiene conscious.

Children have 'key workers' who take particular responsibility for their welfare and learning needs. They liaise exceptionally well with parents to ensure children's

personal interests and needs are taken fully into account. They closely observe and record children's progress in their 'About Me' booklets in order to plan the next steps in their learning. This information is shared with parents and the reception class teacher. Staff are quick to identify children who find learning more difficult and quickly provide appropriate support. Opportunities to be involved with the local community are extensive.

## 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?	2
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?	1
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?	2
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 the last inspection.

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.