

# Little Paxton Pre School

Inspection report for early years provision

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EY388676

**Inspection date**

14/09/2009

**Inspector**

Kelly Eyre

**Setting address**

Little Paxton Primary School, Gordon Road, Little Paxton,  
ST. NEOTS, Cambridgeshire, PE19 6NG

**Telephone number**

07554291934

**Email**

elliott474@btinternet.com

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Little Paxton Pre-School was registered at its current premises in March 2009 and is run by a voluntary management committee. It operates from a purpose-built building at Little Paxton Primary School in Little Paxton, St Neots, Cambridgeshire. Children have access to the fully enclosed outdoor play area.

The setting receives funding for early education. It is open each weekday during term-time and sessions are from 9am to 11.45am. Afternoons sessions are available on Monday and Thursday from 12.30pm to 3pm. A lunch club is held on Tuesday, Wednesday and Friday until 1pm. The setting is registered on the Early Years Register to provide 25 places and there are currently 32 children attending who are within this age group. The setting serves the local and neighbouring communities. A small number of children attend other settings such as childminders and other pre-schools. The setting maintains close links with the school on which it is sited.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

There are five staff members, four of whom hold relevant childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff have a positive approach to self-evaluation and have developed thorough procedures to support the ongoing review of their work. This enables them to prioritise actions and improvements and thereby offer a service which is responsive to children's needs. Home visits and good partnerships with parents and carers mean that staff have a good knowledge of each child's needs. They are therefore able to ensure that these are consistently met and children are offered appropriate support to participate in the activities and opportunities offered. Children are generally offered effective opportunities to learn about other ways of life and to extend their learning through outdoor play. Staff's confident approach to enabling children to develop their own play is a key strength and means that children's confidence is promoted and they develop positive attitudes to learning.

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

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

- develop the use of the outdoor play area in order to plan and provide further

- experiences for children as they progress towards the early learning goals
- provide further opportunities for children to increase their awareness of the ways of life, cultures and beliefs of other people.

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

Children's welfare is promoted as the setting has robust safeguarding procedures. Staff attend regular training and review their procedures to ensure that they keep up to date with this area of work. Stringent checks are carried out to ensure that all staff are suitable to work with children. Thorough risk assessments and daily checks ensure that hazards are minimised. Good daily practice, such as ongoing explanations from staff, reinforce children's understanding of safety issues. For example, they understand why it is important to sit down when using scissors.

The manager has a clear vision for the future, involving staff, parents and children in reviewing the setting's practice. A positive attitude to feedback and the ability to prioritise actions and improvements mean that changes are introduced sensitively and their impact is monitored. For example, the procedures at the end of the session have been changed and this has improved children's safety when being handed over to their parents. Staff work well as a team and are supported in attending further training. This helps create a positive environment, where children feel secure and happy. Resources are used well to promote children's learning and development. For example, good use is made of community facilities, such as the library, post office and nature reserve to offer children an extended range of opportunities. The good organisation of the indoor play area means that children are offered a wide range of activities that promote their development. However, the outdoor play area is not fully utilised to offer children an extended range of opportunities.

Managers and staff have a clear understanding of anti-discrimination, enabling them to implement appropriate policies and provide a service which is inclusive for all children and their families. They work with parents and carers to ensure that they understand each child's background and culture and are therefore able to meet their needs and promote children's awareness of individuality. Children's self-esteem is promoted as they are offered opportunities to talk about themselves, their families and recent experiences. Good communication with parents means that staff are able to work well in partnership with them. Parents receive thorough information about the setting and their child's progress, for example, through newsletters, daily talks with staff and review meetings with key workers. The setting also works well with other professionals such as speech therapists and the lower school, further promoting consistent, appropriate care for children.

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

Children make good progress in all areas of learning and are supported in achieving because staff have a thorough understanding of the Early Years

Foundation Stage. They have developed appropriate procedures for observing and assessing children. This information is then used to inform activity planning and ensure that children are offered activities that promote their individual development. Good use of the key worker system, including home visits before the child starts, means that staff know the children well and can therefore provide appropriate support. Confident staff encourage children to explore and develop their own play, sensitively intervening to extend children's thinking and understanding. This means that children take an active role in their own learning and develop positive attitudes to this.

The environment is attractive and generally accessible, enabling children to make independent choices. For example, children playing on the car mat extend their play by choosing additional figures and a construction set. Children's enjoyment is enhanced and their learning extended because staff join in appropriately with their play and discussions. For example, children explore a book before being joined by a staff member who encourages them to sing the associated song and name the characters; children become engrossed as they discuss the size of the characters and think about how this would affect the noise each one would make as they fall out of the bed. The good planning and accessible resources mean that children are supported in gaining skills that will help them in later life. For example, children of all ages learn about the uses of information and communication technology as they use the computer, competently choosing and completing programmes. Children learn about the relevance of healthy lifestyles as they participate in activities and discussions, such as noting how their heart beat increases after exercise.

Children's development is promoted because staff use their knowledge of each child to make the best use of their individual learning styles and interests. For example, children at the craft table are supported in drawing and cutting out models of their favourite super-heroes; the children then incorporate these figures in numerous activities such as role play and construction. Children develop a good understanding of appropriate behaviour as they discuss and implement the setting's 'Five Golden Rules'. They show care and concern for each other, for example, older children readily involve younger ones in their play, often taking them by the hand to help them join in. Staff act as good role models and encourage children to work together to resolve any issues. Children's understanding of diversity is developed as they participate in discussions, for example, discussing food from around the world and countries they have visited. However, their wider awareness of the ways of life, cultures and beliefs of other people is not extended and fully promoted.

Children who speak English as an additional language are offered appropriate support to enable them to make good progress in their learning. They are supported in developing their use of English but their own language is also valued, with staff using key words in this. Staff utilise other forms of communication, for example, signs and visual timetables. The good procedures for working with parents and other professionals mean that children who have special educational needs and/or disabilities are offered appropriate and consistent support to enable them to participate and make good progress.

Children's behaviour demonstrates that they feel safe. They confidently select

resources and play independently or with other children and staff. They are encouraged to be active learners, for example, helping to make and set out resources such as the corn flour gloop, where they note how the ingredients change, particularly when colouring is added. Children develop further skills for the future as they share ideas and work together. For example, children choose large magnets and work together as they move around the room, determining which materials react to the magnets. Children have opportunities to develop early reading and writing skills. For example, young children enjoy making marks in the corn flour mixture, while older children recognise letters and are encouraged to write their names on their work.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

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

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### Outcomes for children in the Early Years Foundation Stage

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

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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

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