

# Great Staughton Pre-School (Piglets)

Inspection report for early years provision

---

<b>Unique reference number</b>	221745
<b>Inspection date</b>	07/06/2010
<b>Inspector</b>	Aune Turkson-Jones
<b>Setting address</b>	The Playing Field, Great Staughton, St. Neots, Cambridgeshire, PE19 5BA
<b>Telephone number</b>	07759 382575
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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**

Great Staughton Pre-School (Piglets) operates from a premises sited within a sports pavilion in Great Staughton, close to St. Neots. The provision has been in operation since 1977. The group serves the local and wider area.

A maximum of 25 children may attend the group at any one time. There are currently 14 children aged from two to under five years on roll including funded three- and four-year-olds. Children have free access to the outdoor play area. They are open each weekday from 9:00am to 12:45pm during term time only, this includes an optional lunch club.

The provision is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are three staff directly working with the children, including the manager, and two hold recognised early years qualifications. One staff member is working towards a recognised early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The experienced manager and her team have established a relaxed, friendly environment in which all children are supported and encouraged to achieve well. This is a fully inclusive setting and staff provide skilled support for children with special educational needs and/or disabilities. Children are known as individuals and through positive relationships with parents, carers and other professionals, make good progress in their development. Activities are planned to promote learning indoors and outside and children's early learning needs are met. The manager is highly knowledgeable about all aspects of the provision and motivated to sustain a programme of continuous improvement.

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

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

- improve partnership links with host primary school and on-site pre-school to extend opportunities for learning and development
- enhance parental awareness of the website as a means of communication and feedback

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

The quality of leadership and management is good. The manager works closely with the local authority and is forming links with the host school and the other on-site pre-school to strengthen provision and ensure effective support for all of the

children. Staff share a common passion and commitment to provide high quality early years provision and this is reflected in their professional development and involvement in self-evaluation. Self-evaluation is thorough and the manager uses this knowledge to plan future developments which will further enhance the provision.

Staff have clearly defined roles and responsibilities and this contributes to the smooth running of the daily activities. Staff are suitably qualified to support children with special educational needs and/or disabilities and this enhances the promotion of equality and diversity. Staff help children to develop positive attitudes towards people's differences by providing a good range of resources which reflect diversity and effectively tailor some activities so that all children are included.

Children's welfare is a high priority and staff carry out annual and daily risk assessments to ensure that children are safe inside and outdoors. Staff record all accidents and incidents as routine, and record keeping, documents and policies are thoroughly maintained to ensure high levels of safeguarding. Recruitment procedures are thorough and checks ensure that all staff are suitably vetted and cleared to work with children.

Staff promote positive relationships with parents and make efforts to speak to parents daily about the children's progress. There are three parents' evenings each year, lunch parties and a website to enhance communication. Although parents need to be made more aware of the website. Parents are also encouraged to express their views through regular questionnaires and have ready access to all members of staff. For parents who are unable to regularly attend, the manager has provided 'link' books for individual children which staff use to log each child's achievements on a daily basis and which parents may comment in. Parents have instigated an 'achievement tree' for achievements in and out of school to be celebrated.

The setting also fosters strong partnerships with other support professionals including the host primary school plus other on site pre-school. The manager plans to further enhance the on-site partnerships.

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

Children are engaged and busy throughout their time in the setting. They are relaxed and comfortable with a range of activities, responding well to both adult-led activities and opportunities to make their own choices. Children start the day with a registration activity which focuses their listening skills and sets the scene for the morning's learning. Children are engaged and attentive at the start of the day. They are able to identify and replicate their names to varying degrees, showing that early mark-making skills are evident. Opportunities to develop counting skills are also maximised. Staff are skilled practitioners, setting up a range of activities and guiding children towards success in their early learning goals. A detailed tracking system has been established which clearly highlights progress and is used to inform planning of future activities on an ongoing basis. Activities are tailored to

suit the needs of the individual child and children's files kept rigorously up to date for effective monitoring.

Children are involved in a variety of activities through which they are able to make independent choices and take responsibility for some of their own learning and development. Adults lead, guide and encourage children to enable them to make good progress in all areas of their learning and development. Staff use skilful questions to further develop children's understanding and readily answer children's questions providing clear and interesting responses. Children are well supervised inside and outdoors and children feel safe and secure. The premises are effectively secured and children show an awareness of how to play safely together and handle equipment such as scissors. Awareness of safety is heightened by visits and visitors such as the firemen.

Children have healthy snacks and show that they are aware of some aspects of healthy lifestyles, the setting utilises the sports field it borders to ensure that children can be active outside on a daily basis. Lunch parties are also a regular feature, when parents and families can come into the setting and share healthy snacks. Children are encouraged to change from shoes into boots if the grass is wet and they independently put on sun hats for protection on hotter days. Children are independent and staff encourage their high expectations of hygiene. Children behave well and are courteous with each other, where an argument was seen over a particular toy, the one minute rule was imposed successfully and the children know that they would have to share the toy. High expectations are firmly established throughout the setting and children respond and thrive in this environment.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

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