

# Stretton Pre-School

Inspection report for early years provision

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| <b>Unique reference number</b> | 221870      |
| <b>Inspection date</b>         | 07/03/2011  |
| <b>Inspector</b>               | Emma Bright |

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|-------------------------|---|
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| <b>Type of setting</b>  | Childcare on non-domestic premises  |

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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.

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## Description of the setting

Stretton Pre-school opened in 1982. The pre-school is one of two provisions managed by the same committee of parents and management team. It operates from the Amenity Centre in Yaxley, Cambridgeshire. The pre-school is open from 8am to 3pm five days a week in school term times. All children have access to an enclosed outdoor play area.

A maximum of 53 children may attend the pre-school at any one time and there are currently 85 children on roll who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The pre-school employs 22 members of staff, 19 of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good communication between staff and parents means children's individual needs are effectively met and they achieve well in their learning and development. Resources are well deployed to ensure children's safety and enable most children to become active learners. Lack of security of the premises means there is one breach of regulation. Effective leadership and management of the setting enable the staff to identify areas for improvement to maintain continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- take steps to prevent intruders entering the premises (Safeguarding and promoting children's welfare). 14/03/2011

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

- develop the use of information gathered about children's learning so it can be used effectively to identify learning priorities and plan relevant and motivating learning experiences for each child
- maximise the use of the environment to further support younger children's learning so that they can confidently explore and truly make choices about their play in challenging indoor and outdoor spaces.

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

Clear records demonstrate the effective systems that are in place for recruitment, and induction procedures for new staff ensure they are suitable to work with children. Staff demonstrate a good knowledge and understanding of safeguarding children procedures and they attend training to ensure their knowledge is up-to-date. Thorough risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. The premises are not kept secure; whilst children are not in any imminent danger because staff are vigilant, this has an impact on children's ability to feel completely safe.

Systems are in place to effectively monitor and evaluate the provision to identify priorities for improvement. There is a strong emphasis on raising standards, continually improving the provision and self-evaluation is good. The management team provide strong leadership; they communicate clear expectations to staff to drive and secure improvement. All staff work well together as a team and this has a positive effect on children's welfare and learning and consequently most outcomes for children are good. Staff work well in partnership with others and share information to promote children's learning, development and welfare. Resources are generally well deployed, however staff do not always make full use of the learning environment to effectively support children's learning both indoors and outdoors.

Children learn about their own cultures and those of others and resources are in place that help children to celebrate the diverse society in which they live. There are clear strategies in place to care for children with special educational needs and/or disabilities. Staff work well in partnership with parents and carers and they demonstrate a good understanding of the benefits of working closely with parents. Parents are kept well informed about their child's progress and achievements and they have regular opportunities to share what they know about their child. Parents speak highly of the setting and staff, and the supportive and enjoyable environment their children benefit from. Good settling-in procedures that are based around children's individual needs help to support them in the transition between home and the pre-school.

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

Children's behaviour is good because staff set clear boundaries and have high expectations for all children in the pre-school. Staff use positive language and actions to reinforce the rules of the pre-school so that children learn to take responsibility for their behaviour. As a result children develop good relationships with one another and work harmoniously together. Children enjoy a range of creative activities; they make salt dough and explore how foam moves when they squeeze it in their hands. Young children use their imagination to make a 'birthday cake' from playdough and decorate it with sticks for candles. All children enjoy role play. They dress up in a range of costumes and select 'tools' which they use to

'mend' various items so that they are 'safe to use'.

Children learn about their community as they go on outings to different amenities in the village and visitors come to the pre-school. They buy fruit for snack time at the local shop, visit the school and sing songs for the older members of the community. Children are confident communicators and they readily initiate conversations with adults and each other. They have daily opportunities to share and enjoy books, rhymes and songs in the pre-school. Children's continuing interest in books is encouraged through a library system which allows them to take a book home to share with their parents. Children competently use the computer and a range of programmable toys. For example, they understand how the walkie-talkie works and explain 'if you're on the other side of the room we can talk to each other'. These simple activities lay firm foundations for children's future learning.

Staff have a good knowledge and understanding of the Early Years Foundation Stage. This enables them to offer a range of activities and experiences to support each child's learning and development. Flexible planning is in place and is based on children's interests which mean staff can be responsive to children's changing needs and interests. Staff carry out regular observations of the children as they play and these are added to children's individual records. However, this information is not always used effectively to identify the next steps in each child's learning and inform the planning of activities and experiences.

Staff establish a supportive atmosphere where children feel secure and they develop a sense of how to stay safe within the setting. For example, they understand the fire drill procedures and confidently explain 'we go outside and stand on the lines so we can be safe'. Clear information is gathered about children's dietary requirements and they have independent access to drinks throughout the day. All children enjoy healthy snacks which they competently help to prepare. They carefully cut up fruit and butter toast, which promotes their independence skills and confidence. Staff provide opportunities for energetic play in the outdoor areas. Children practise a range of movements as they climb, slide and crawl and they enjoy running around in the sunshine. This helps them to develop good muscle control, feel relaxed and develop a sense of overall well-being.

## 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

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|--|---|
| <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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</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  | 3 |
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <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                           | 3 |
| 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that no one can enter the premises without the knowledge of a person who is caring for the children on the premises (Suitability and safety of premises and equipment). 14/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Suitability and safety of premises and equipment). 14/03/2011