

# New Road Pre-School

Inspection report for early years provision

---

**Unique reference number** 221885  
**Inspection date** 23/03/2011  
**Inspector** Fiona Robinson

**Setting address** New Road Primary School, New Road, Whittlesey,  
PETERBOROUGH, PE7 1SZ

**Telephone number** 07773 405955

**Email**

**Type of setting** 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 assesses 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.

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 2011

## 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**

New Road Pre-School first registered in 1985 and re-registered with Ofsted in 1992. It operates from a large room within a children's centre and primary school in Whittlesey, Cambridgeshire. It has a kitchen area, office and toilet. All children have access to a secure, enclosed outdoor play area. The pre-school supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 24 children may attend the pre-school at any one time, of whom none may be under three years of age. There are currently 25 children on roll, all of whom are in the early years age group. The pre-school receives funding for early education places. It is open term time only, on Mondays, Wednesdays and Fridays from 9am to 12 noon. On Tuesdays and Thursdays it is open from 9am until 3pm. A lunch club is run on Tuesdays and Thursdays from 12 noon to 12.30pm. Children attend for a variety of the sessions on offer.

The pre-school employs five staff, four of whom hold National Vocational Qualifications at level 3; one holds level 2; and one is working towards level 4. The pre-school receives support from the local authority.

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

Overall the quality of the provision is good.

Children develop good levels of confidence and self-esteem and are included equally in an interesting range of activities. They achieve well because staff take into account their individual needs and interests. Partnerships with parents and carers are outstanding and information is shared effectively with the host school. The manager and staff clearly identify where their strengths and areas for development lie, such as developing the layout and organisation of the outdoor area. There is a good record of continued improvement and the pre-school is well placed to improve in the future.

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

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

- develop problem solving and sensory experiences in the indoor and outdoor environments
- extend opportunities for children to use information communication technology and programmable toys during activities.

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

Staff have a good understanding of safeguarding and child protection issues. Children are cared for in a secure environment, and there are robust systems in place for parents to follow when collecting their children. Comprehensive policies and procedures are fully implemented, and risk assessments are carried out regularly to minimise danger. There are rigorous staff recruitment and vetting procedures in place to check the suitability of all adults working with or having contact with the children. Staff are deployed effectively to ensure children's safety, which ensures they are well supervised and feel cared for. Children use a range of resources and equipment that are safe and suitable for their age. Fire evacuation procedures are carried out regularly so that staff and children are familiar with the routine, and children know how to respond in an emergency.

Partnerships with parents and carers are outstanding. They receive very clear, comprehensive information through informal discussions, newsletters and the parents' notice board. Parents say they are kept fully informed of their children's achievements and progress because key staff share their children's learning records with them on a regular basis. They feel the staff are very caring and approachable. More formal consultations are held twice yearly, and parents are appreciative of the written reports they receive at the end of the year. Parents are very supportive of trips, visits and fundraising activities and hold the pre-school in very high esteem. The relationship with the host school is good, and the pre-school benefits from the use of the outdoor area. Staff are experienced in caring for children with special educational needs and/or disabilities. They liaise well with outside agencies and share information effectively with the host school to ensure good continuity of care for all children.

The pre-school is well-led and managed. Staff meet together regularly to discuss planning and areas for development. Good self-evaluation systems help to ensure that activities have a positive impact on the children's development. The staff value the views of parents when identifying priorities for improvement and resources to support learning. Good progress has been made in addressing the recommendations of the previous inspection. In particular, monitoring and evaluation systems have been developed well, and staff regularly review policies, procedures and records. Staff work well as a team and make effective use of a good range of resources to support children's learning. They actively promote equality and diversity and ensure all children are included in activities. Staff are redeveloping the outdoor area, and at present there are few opportunities for children to experience problem solving and sensory experiences. This impacts on the development of these skills over time. Staff demonstrate a good capacity to improve through strong teamwork. They work hard to enhance their qualifications and experience.

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

Children benefit from well organised activities and achieve well in most areas. Staff value their interests and ideas and include them in their planning. Children have daily access to their outdoor area and develop their physical skills well as they steer their pedalled vehicles. Opportunities to use the computer are welcomed by the children; however, they do not make full use of the digital camera and other information communication resources to record their own work. Children enjoy topics, such as People Who Help Us, Spring and Nursery Rhymes, which enrich their experiences. Staff evaluate their planning carefully and use the information gained to plan further activities to help children build on their existing skills.

Children behave well because staff are very good role models. Children are encouraged to share and take turns. They cooperate well as they play parachute games and share resources sensibly as they create colourful collages. Children are praised for good behaviour and encouraged to say 'please' and 'thank you'. They listen carefully and move sensibly from the indoor to the outdoor environment. Festivals, such as the Chinese New Year, are celebrated through a range of inspiring activities. For example, this year the children enjoyed food tasting, making Chinese lanterns and performing dragon dances. Children gain a good appreciation of lifestyles, cultures and customs through other festivals, such as Diwali, Christmas and local events. Children with special educational needs and/or disabilities are supported well in their learning.

Children have a good understanding of keeping themselves healthy and safe. They learn the importance of taking regular exercise and making healthy choices at snack time. They make independent decisions about what they would like to do. They skilfully run, climb and jump over apparatus while showing care and consideration for others. They are keen to crawl through tunnels and balance carefully on balance trails. Staff use a range of activities to promote the benefits of exercise and healthy eating. Children learn to use equipment safely as they make fruit salads and smoothies, and enjoy making healthy versions of their favourite foods, like pizzas. Children benefit from talks on safety from the fire and police services, and road crossing warden. This helps to raise children's awareness of the dangers in everyday life.

Children are eager to come to pre-school and respond well to the care and support they are given. They are keen to participate in a good range of interesting activities. Their creative skills are well developed and they show their skills by making colourful rockets and flying saucers. They listen attentively to stories and nursery rhymes. They enjoy going on bug hunts and sometimes go for nature walks. However, planning shows that opportunities for children to explore and investigate their outdoor environment and use the sensory area are not fully exploited. Children are skilful at building a wall for Humpty Dumpty to sit on. Their communication, language and literacy skills are developed well through their work on sounds and letters. They are keen to identify numbers on the clock face and celebrate their achievements on their Achievement Tree. Children sing tunefully at concerts for their parents and for elderly people at a local home and receive praise

for their efforts, enhancing their self-esteem. They benefit from exciting visits to the farm and local library. Overall, children are prepared well for future learning experiences.

## 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>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	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	1

### 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