

# Over New Road Preschool CIC

Inspection report for early years provision

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EY439387

**Inspection date**

22/05/2012

**Inspector**

Emma Bright

**Setting address**

Over Baptist Church, New Road, Over, CAMBRIDGE, CB24 5PJ

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**Type of setting**

Childcare - Non-Domestic

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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*.

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## Description of the setting

Over New Road Pre-school CIC is a well-established group that changed ownership in January 2012. The group is operated as a not-for-profit community interest company. It is located in the Baptist Church Hall in Over, Cambridgeshire. Children have use of two group rooms, adjacent kitchen and toilets and an enclosed outdoor play area.

A maximum of 20 children aged between two and five years may attend the group at any one time and there are currently 36 children on roll who are within the Early Years Foundation Stage. The group is registered on the Early Years Register. The group opens each weekday during term times from 9am until 12pm and a lunch club is offered until 1pm on Mondays. In the spring and summer terms the group offers one afternoon session for older children from 12pm to 3pm.

The group employs eight mainly part-time staff who work with the children, of these seven have appropriate early years qualifications. The manager and two other staff members hold qualified teacher status. The group receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a good range of activities and experiences, which help them to make good progress in their learning and development. Good communication between staff and parents means children's individual needs are effectively met. Resources are suitably deployed to ensure children's safety and enable children to generally become active learners. Effective monitoring and evaluation of the provision enables staff to identify areas for improvement. Most of the required documentation is in place to promote children's welfare.

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

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

- keep a daily record of the children's hours of attendance and ensure that it is completed appropriately (Documentation). 31/05/2012

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

- develop further an environment rich in print where children can learn about words through the use of labels and captions, extending it so that children can see their home language
- maximise the use of the environment to further support 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 an effective system is in place for recruitment, and the induction procedures for new staff ensure they are suitable to work with children. Staff have a good knowledge and understanding of safeguarding children procedures and they attend regular training to ensure their knowledge is up-to-date. Clear documentation and detailed record keeping promotes the safety and welfare of the children and underpins the good quality care offered. However, the daily record of attendance is not completed accurately, which is a breach of regulations. Thorough risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Staff are well deployed to ensure children are safe and supervised at all times. All these factors contribute to the effective safeguarding of children.

Staff work well together as a team and this has a positive effect on children's welfare and consequently outcomes for children are good. Staff work well in partnership with other early years providers and share information to promote children's learning, development and welfare. They build good working relationships with parents and carers and demonstrate a good understanding of the benefits of working closely with them. 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.

Most resources are suitably utilised, however staff do not make full use of the environment and resources to effectively support children's learning both indoors and outdoors. For example, the structure of the session means that children do not always have sufficient opportunities to access the outdoor area and there is less focus on providing a print rich environment, so that children can learn that print carries meaning. Children learn about their own cultures and those of others and resources are in place that help children gain awareness of the diverse society in which they live. Staff have clear strategies in place to care for children with special educational needs and/or disabilities. They work closely with parents, carers and other agencies to support the children's needs to ensure they are included in the life of the setting. There is a strong emphasis on raising standards, and monitoring of the provision identifies priorities for continuous improvement. For example, observations of children's early writing skills led staff to improve the range of activities to promote these skills and this has improved outcomes for children's communication, language and literacy.

## **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. Staff use positive language and actions to reinforce the rules of the pre-school so that children learn to take responsibility for their behaviour. Staff establish a supportive atmosphere, where children feel secure and they develop a sense of how to stay safe through play, as staff gently remind them of any dangers. All children enjoy a range of healthy snacks such as fruit and wholemeal toast. Clear information is gathered about children's dietary needs and staff are trained to ensure that any specific health requirements are met. Staff are trained in first aid and any accidents are clearly recorded to ensure children's health and safety. Staff provide some opportunities for play in the outdoor area where children ride on tricycles and kick balls to one another. This helps them to develop good muscle control and a sense of overall well-being.

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 record each child's achievements through a balance of photographs, examples of work, information from parents and others and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and development.

Children are relaxed and confident in the nurturing care of staff; they are developing good self-esteem because staff are attentive and value their contributions. As a result, children develop good relationships with one another and work harmoniously together. Children learn about nature as they examine the roots of plants and carefully place them in pots. They explain that 'plants need water and sun to make them grow'. In addition, trips to local farms further their interest in nature and living things as they observe how cows are milked and watch the lambs playing in the field.

Children count with confidence and explain 'I can count to 100'. They sort objects for colour and carefully organise them into repeated patterns. Children use colour and shape names in their play and learn about capacity as they pour sand from large pots into small pots. 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. The pre-school library system allows them to choose a book to take home, which helps to foster an enjoyment of sharing stories with their parents. These simple activities lay firm foundations for children's future learning.

## 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	3
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
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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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