

Cambourne Pre-School

c/o The Blue School, Eastgate, Great Cambourne, Cambridgeshire, CB23 6DZ

Inspection date	03/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide a bright and welcoming environment where children are encouraged to be independent and enjoy their time at pre-school. Consequently, children are making good progress towards their early learning goals.
- Children are secure and happy at pre-school. This is due to the caring staff team building positive relationships with families and sharing information about children's activities and development.
- Staff plan activities and make positive links with local schools and nurseries to support children during their transitions. As a result, children are well prepared for their next steps in learning.

It is not yet outstanding because

- There is scope to further develop professional management systems and evaluate the impact of staff practice, in order to promote children's good learning.
- The outside space is well resourced; however, sometimes children are not able to freely ride bikes or take part in other physical activities due to the organisation of the area.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all areas of the pre-school and outside spaces.
- The inspector held a meeting with managers and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

Cambourne Pre-School was first registered in 2005 but in 2012 relocated to the Blue School in Great Cambourne, Cambridgeshire. The setting is managed and run by a committee of parents and is a registered charity. Children have use of purpose built premises within the grounds of the school. There is an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and takes children aged from two years. The setting is in receipt of early years funding for children aged three to four years and supports children, who have special needs and/or disabilities and those, who have English as an additional language. The pre-school is open during school term times only, Monday to Thursday, from 9am until 12 noon and 12 noon until 3pm and on Friday from 9am until 12 noon. Children attend for a variety of sessions.

The pre-school employs 10 members of staff, of these, four hold childcare qualifications at level 3. Four members of staff are working towards a qualification at level 3 and the manager has a Foundation Degree in Early Years studies. The pre-school is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- maximise children's opportunities for physical activities, for example, by reviewing the organisation of the outside space and making available access to a wider range of resources and play experiences

- strengthen the staff performance management and monitoring systems further to use information to consistently shape their professional development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at pre-school because staff have a good understanding of how they learn through play. Staff provide a range of activities and resources that interest children and promotes them to become active and inquisitive learners. For example, children are keen to experiment with water in the garden. They fill and empty a variety of containers, pour water along lengths of guttering and create puddles on upturned blocks. This not only demonstrates children's growing understanding of capacity and the

properties of water, but also engages them sufficiently to promote their concentration levels. Small group activities help to promote children's communication skills well and prepares them for their next steps in learning at school. For example, staff lead a game of sound lotto, which encourages children to listen carefully and describe the sounds that they can hear. Staff extend children's learning by engaging them in discussions and asking appropriate questions. As a result, most children, including those learning English as an additional language, contribute to conversations and are developing confidence in their ability to communicate with others. Staff encourage children's interest in books by reading favourite stories when requested and encouraging the use of toys as props to further enhance their experiences. Children are developing good early writing skills by using resources, such as, pencils, clip boards and paper, which are available throughout the pre-school.

Staff make certain parents are well informed about children's activities and progress. Daily discussions and a display board provide opportunities for staff to exchange ideas with parents about how to further children's learning at home. This means that children's development and learning is coordinated and they are making good progress towards their early learning goals. Staff observe children and are developing their understanding of tracking their progress using the 'Development Matters in the Early Years Foundation Stage' guidance. Staff are also further developing ways to use their assessments to plan even more experiences to enhance individual children's learning and help them to make the best progress.

The contribution of the early years provision to the well-being of children

The key person system is successful in building secure links with parents and as a result, staff have a good understanding of children's care needs. Children demonstrate their feelings of confidence by moving around the pre-school independently and selecting their own activities and resources. They soon build warm relationships with all staff and this further promotes their positive development. Children are developing an understanding of acceptable behaviour. This is because staff offer consistent support for those requiring further guidance about how to behave in a positive manner.

Snack times effectively promotes children's understanding of nutritious foods and how to keep themselves healthy. Staff remind children to wash hands before eating and encourage them to be as independent as possible, including serving their own fruit and washing plates and cups when they have finished. Outside activities are always available where children can ride bikes, climb and generally, learn to take risks in their play. However, the organisation of the outside space is less successful in enabling children to freely access boisterous, physical activities without interrupting those taking part in more focused activities. Resources throughout the pre-school are plentiful, age-appropriate and support learning across all seven areas. Plans to develop an allotment close to the pre-school are being implemented and this too will increase opportunities to enjoy learning in the outside environment. Consequently, children are learning well about the importance of physical exercise and how to keep themselves healthy. Staff ensure that the environment is secure and children's safety is given a priority at all times Staff plan activities to support children's transitions to other settings and school. For example, staff show children

examples of local school uniforms and invite teachers to visit the pre-school.

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

The manager and staff team demonstrate a good commitment to developing the pre-school and have identified areas where improvements are needed. For example, staff have invited parents with new infants into the setting to enable children to learn how to bath and care for a new baby. This enhances children's personal, social and emotional development well and promotes parents involvement in their children's learning. The monitoring of planning, assessment and educational programmes ensures that children make good progress and have a positive experience during their early years.

Staff have a secure understanding of safeguarding procedures and know how to identify and report concerns that they may have about a child in their care. Policies and procedures support staff well and help to further protect children when in the pre-school. Recruitment procedures are in place and include background checks for each member of staff and an induction to the pre-school. Staff meetings and supervision during weekly non-contact time means that staff are well supported in their work. However, further methods to monitor staff performance and evaluate the impact of their practice are in their infancy. As a result, occasionally, opportunities to develop staff professional practice are missed. Nevertheless, staff have the opportunity to attend training and are keen to enhance their knowledge and skills.

Parents offer positive feedback about the pre-school. They appreciate the opportunities that children receive and are especially, complimentary about the staff and the care, which they demonstrate to their children. Partnerships with other providers, outside agencies, schools and professionals support children well in their early years.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY456077
Local authority	Cambridgeshire
Inspection number	890304
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	66
Name of provider	Cambourne Pre-School Committee
Date of previous inspection	not applicable
Telephone number	07875 083163

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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