

Pendragon Pre-school

Daisy Centre, Varrier Jones Drive, PAPWORTH EVERARD, Cambridgeshire, CB23 3XQ

Inspection date

Previous inspection date

24/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children are exceptionally motivated to be independent, active learners; they thoroughly enjoy their time in the setting and make outstanding progress towards the early learning goals.
- Highly effective monitoring and tracking of individuals and groups of children leads to personalised learning experiences that totally reflect each child's interests and abilities. Consequently, every child has challenging and enjoyable learning experiences and makes outstanding progress.
- Exemplary partnerships with parents and other professionals involved in the care of the children ensure all children's individual needs are promptly identified and very well met.
- Dedicated and highly skilled staff are expertly supported by inspirational leaders. This leads to a high quality provision where all children are encouraged to achieve their full potential.

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 the pre-school room and the outdoor area.
- The inspector spoke with the provider, the manager, staff and children.
- A range of documentation was examined, including staff recruitment records, policies and procedures and the children's learning journals.
- The inspector took account of the views of parents through discussion on the day of inspection and by reviewing comments and testimonials.

Inspector

Veronica Sharpe

Full Report

Information about the setting

Pendragon Pre-School is an established setting that was re-registered in 2012 to come under the umbrella of the governing body of the Pendragon Community Primary School. The pre-school is registered on the Early Years Register and operates from a room in the Daisy Children's Centre, next to the primary school site in Papworth Everard, Cambridgeshire. Children have access to an enclosed outdoor area and use the wider school grounds.

Opening times are 9am until 12 noon and from 12 noon to 3pm, term times only. Children attend morning or afternoon sessions, or all day and mainly come from the local area. There are currently 47 children on roll within the early years age range. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. It offers funded early education places to eligible two-, three- and four-year-olds. There are six members of staff who all hold early years qualifications at level 3. One member of staff holds a foundation degree. 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:

- enhance further the already excellent facilities in the outdoor area to enable children to make their own choices more readily from items stored in the shed.

Inspection judgements

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

Children make exceptional progress in their learning and development because staff are highly skilled and dedicated to high quality teaching. They promote children's learning by providing a rich and vibrant learning environment that is carefully tailored to meet each child's learning needs. Staff skilfully enable children's learning very effectively through their sensitive questioning and support. The pre-school is very well equipped, with a broad range of clearly labelled resources that stimulate children's interest. Children are extremely independent; they move around the setting very confidently and engage with staff happily when they need extra help or guidance. As a result, they learn very effectively in an enjoyable atmosphere and the key skills required for school, are securely embedded.

Staff ensure that parents are fully involved in the assessments of children's progress from the outset. From the initial home visit parents are encouraged to contribute what they

know about their children's achievements at home. Staff listen to what they say about special visits or events, and involve these in the daily routines, such as birthdays, or the birth of a sibling. Outstanding progress is achieved by all because staff understand children's individual learning styles, and observe the children constantly to assess their development. Tracking and monitoring of communication and language is given a particularly high priority. Staff use their knowledge of the 'Every Child a Talker' programme to tailor activities that enable children to be highly confident communicators. They help children to link sounds to letters, and emphasise the letters in their name. Consequently, children are highly capable, and quickly notice which letters they recognise in a popular word game. Children who are learning English as an additional language have their home languages assessed to ensure each is making the best possible progress. Consequently, children express themselves well, and engage with staff and other others with assurance.

Children play imaginatively together, for example, as they dress up as superheroes, or make tea in the role play area. They clamber into their new sandbox outdoors, and pretend it is a pirate ship that will protect them from sharks. They squeal with excitement as the imaginary shark swims towards them, 'look out!', they shout to a member of staff, who quickly hops into the box to keep herself safe. Staff encourage children to develop their literacy skills through expert role modelling and guidance. They prepare children for early writing by ensuring their physical skills are secure through use of small tools and utensils. For example, children spend lots of time practising with scissors, cut and knead dough, and explore sand and water. Staff sit with children to model writing with purpose, such as, helping the children devise shopping lists and menus for their role play. They provide a broad range of writing materials, and positively encourage children to write their own names on art and craftwork. Children have a very good understanding of the value of writing. This is because staff offer them lots of encouragement, for example, they ask children what songs to sing at circle time, and say 'write them down for me, so I don't forget' and children oblige, confidently drawing a big black sheep, and some twinkling stars. Children make representational drawings that include other languages, such as a wall display for Chinese New Year. All the other languages used in the setting are prominently displayed so children learn to value their own and other languages.

All children enjoy story times, both one-to-one with an adult, and at circle times. Staff are skilled storytellers and enthral children with their active renditions of familiar songs and rhymes. Children's mathematical skills are highly developed, they pick out small and large shapes, and confidently name complex, three-dimensional shapes with confidence. Children count out loud and hold their fingers up to show they are four-years of age. They sing counting songs, and play games, such as, hide and seek, where they use numbers in practical ways. Children benefit from continuous access to the outdoor area, where they enjoy a stimulating range of play opportunities. Resources, such as, balls, stilts and stepping stones develop their physical control. Staff set out a further range of interesting activities each day, depending on weather, such as, number and alphabet runs, streamers and windmills, chinks, markers and whiteboards. All this helps to ensure children make the same exceptional progress indoors and out. However, there is scope to further enhance children's already exceptional learning outdoors by increasing their independent access to the additional equipment in the storage sheds.

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

Children clearly enjoy their time in the setting and have close and affectionate relationships with adults and each other. Exceptionally well managed settling-in procedures enable children to quickly develop secure bonds with their key person. Home visits ensure staff know the children extremely well before they start, which means children's individual needs are very well met. Children settling in benefit from strong support from all the staff, who discreetly observe them as they play and learn, so reassurance can be offered when needed. Consequently, children settle very well. Other, more established children spontaneously offer their support, such as, finding a lost comforter, so children feel a genuine sense of emotional well-being from the outset. These sensitive transitions enable children to look forward to the next stage of their learning with positive confidence.

Children help to devise their own rules for good behaviour, and therefore show an excellent understanding of what is acceptable. They use social manners, such as please and thank you without prompting. Staff give children achievable and responsible talks, such as, putting away resources at the end of the day, and serving themselves and each other from the milk dispenser. At the end of the week, children get small rewards, such as stickers for special, caring behaviour. All this gives children high self-esteem and promotes kind and sharing behaviour. Staff help children to develop a really good sense of their own safety by encouraging them to think about risk assessments. They talk about germs and clean hands, fire safety and the benefits of the fire drill. Children maintain their own safe environment by clearing away toys and objects that are trip hazards. All this means their safety is assured.

Children learn to keep themselves healthy and active through excellent physical play opportunities both indoors and out. They thoroughly enjoy using high quality wheeled-toys outdoors, go for walks around the school grounds and make use of the school climbing equipment and 'trim trail'. Staff encourage children to join in enjoyable action songs and show good role models by joining in energetically. Children take an everyday part in preparing their own snacks, which enables them to learn practical skills. Staff talk to them about the fruits and vegetables, so they quickly develop a very secure understanding of which foods are good for them. Once snack time is finished, each child shows their independence by washing up their own cups and food containers. Children plant and tend a range of fruits and vegetables, such as beans and tomatoes. Staff skilfully link the need to encourage the plants to grow healthily with children's own need for sun, water and food. As a result, children learn how to keep themselves healthy.

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

The partnerships with parents are highly effective and help to ensure staff have a thorough knowledge of each child's learning needs. Parents are encouraged to contribute to their children's learning experiences, and have regular opportunities to meet with their key person and discuss children's progress. Parents report that their children attend with much enthusiasm and have developed firm friendships with other children. They feel very

involved in their children's learning, for example, staff often ask them about children's activities at home. Parents are encouraged to share their skills and occupations with the children to enhance their understanding of the world. For example, a dental nurse and a police officer have explained their roles to the children.

Staff work closely with other professionals to ensure children receive all the support they need to achieve their potential. Relationships with the children's centre are particularly strong. For example, staff collaborate on home visits to families so there is an effective introduction for new parents to both the pre-school and the children's centre. Highly effective co-working with other early years providers, such as childminders, helps to ensure children who attend more than one setting benefit from a consistent approach to their learning. Children with special educational needs and/or disabilities are thoroughly supported due to the strong partnerships with professionals, such as the health visitor, and speech and language therapists.

Safeguarding is very robust and all staff have a very good understanding of the reporting procedures. Children's safety is highlighted at team meetings so all staff constantly update their knowledge of child protection issues. Three adults hold the designated person advanced child protection training so there is always an individual on the premises who can offer expert advice and guidance. Recruitment procedures are meticulously handled by the school to ensure all adults working with the children are thoroughly vetted. Children play in a very safe and secure environment, due to the close attention of staff to safety issues.

The leadership and management sets high aspirations for quality. Excellent team work and aspirational leadership inspire everyone involved to strive for excellence. Staff have extremely positive attitudes and undertake their responsibilities with energy and enthusiasm. They are devoted to the children and work passionately to ensure children are very happy, independent learners who make rapid progress in their learning and development. Regular supervision meetings, whole staff meetings and detailed assessment of adult's professional development ensures that a clear focus on high quality care and learning is maintained.

Self-evaluation is extremely effective because managers and staff have a clear vision of the future. They continually review their successes so far, such as the introduction of rolling snack, and make ambitious plans for the future. The current focus is on the outdoor area, where a new sandbox has been installed, along with further plans for large play equipment. The monitoring systems to ensure all children make the best possible progress are exceptionally robust. Children are assessed for their competencies, especially in language and communication on entry in partnership with their parents. Ongoing, continuous assessment of their growing skills in all areas is detailed and thorough. For groups of children at risk of delay, such as those who are learning English as an additional language there are constant reviews of their learning to ensure they all have equal opportunities to excel.

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	EY457538
Local authority	Cambridgeshire
Inspection number	894676
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	47
Name of provider	Pendragon Community Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01480 839076

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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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