

# CDN Pre-School at Shirley

Shirley Community Nursery and Primary School, Nuffield Road, Cambridge, Cambridgeshire, CB4 1TF

## Inspection date

Previous inspection date

23/09/2013

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 focus well on individual children's need and skilfully support them in their activities. This means children enjoy their learning and make good progress towards the early learning goals.
- Relationships between staff and children are strong and secure. As a result children feel valued and show good self-esteem.
- Children show caring attitudes towards one another; they support each other in their play, and are keen to help with responsible tasks, such as sweeping up.
- Parents are extremely positive about the pre-school and say staff are welcoming and friendly.

### It is not yet outstanding because

- Occasionally, group activities are not well-timed enough to meet the needs of younger children, who sometimes find sitting and listening difficult.
- There is scope to share the children's learning records more frequently with parents to further enhance continuity of learning between home and the pre-school.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spoke to a number of parents to gain their views on the quality of the provision.
- The inspector observed children at play and their interactions with the staff.
- Documentation was sampled, including risk assessments, recruitment records, policies and procedures and the children's learning journals.
- The inspector spoke with managers and staff during the inspection.

## Inspector

Veronica Sharpe

## Full Report

### Information about the setting

CDN Pre-School at Shirley was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned by Cambridge Associates in Management Ltd and operates from purpose built premises at the Shirley Community and Nursery school, Cambridge, Cambridgeshire.

The pre-school is open each weekday during school term times from 9am until 3pm. Children attend for a variety of sessions. All children have access to an outdoor play area. There are currently 42 children on roll, all of who are in the early years age range. The setting supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school accepts children eligible for two-, three- and four-year-old early years funding.

The pre-school employs four staff to work directly with the children. The manager holds an early years degree. One member of staff holds a childcare qualification at level four and two hold qualifications at level two. Two members of staff are working towards a qualification at level three. 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 group activities so they are more flexible and responsive to the individual needs of the children taking part, enabling children to give their best attention and maximise their learning
- encourage parents to access their children's learning journals more frequently to further enhance the support for their children's learning at home.

## Inspection judgements

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

Staff collect lots of information about children's stage of development from parents during the settling in period. This enables them to plan children's starting points from the outset. Parents receive continuing information from staff about their children's activities in the

pre-school, keeping them well informed about children's progress. However, they are not fully encouraged to frequently access their children's learning journals, so they can easily add their comments and enhance support for children's learning at home. Staff work together to ensure daily planning is effectively focused on their observations of what children enjoy and can do in the setting. Consequently the learning programme is tailored to meet children's learning needs and enables them to make good progress.

Children's communication skills are developing well because staff engage them in positive conversations. There are lots of available books, and children access them eagerly, taking them to staff to share the stories. Staff use sign language competently to support activities, which enables children with differing skills and those with English as an additional language to share a common language. All children make good progress in their physical development due to a clear emphasis on active outdoor exercise. Staff encourage children to set up 'risky' play opportunities, such as crates and balance beams to test their confidence. Children take part in action songs and games, and enjoy negotiating bikes around the play area. Staff play alongside the children, for example, they help the children build a den, then hide in it with them to sing songs loudly with much enjoyment.

Children demonstrate a growing independence as they learn to do things for themselves, such as buttering their crackers and selecting fruit for snack. Staff extend children's learning during these practical activities, for example, they count portions of fruit out loud to give children an early understanding of numbers. Children use a wide variety of writing materials in their play, and show a good understanding of the practical use of making marks. Staff are good role models and sit with the children as they write their own notes and observations. Children borrow some post-it notes and happily mirror the adult, practising their early writing. All of these activities help children build their skills for the future, and prepare them well for school.

Children use their senses to investigate a wide range of media. They have fun playing in the compost and sand, and explore colourful paints in plastic bags. Staff support children in an interesting range of craft activities that enable children to use their fingers to scrunch paper and cut shapes with scissors. They develop an understanding of change as they help to make play dough. The pre-school's risky play specialist introduces children to woodworking, where they learn to operate tools, such as vices and drills in a safe, supervised environment. Boys, in particular, find this activity fascinating and show concentration and perseverance as they drill holes and bang nails.

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

Staff support children well to gain a good understanding of how to manage their own behaviour. They encourage sharing activities, such as using musical instruments together, and praise children for helpful behaviour. Children show they are exceptionally thoughtful and considerate as they help each other with practical tasks, such as sweeping up spilled sand. They show kindness and respect for each other, and sometimes spontaneously offer their support. For example, a three-year-old holds the hand of another child as they navigate the balance beams. Staff support children's cultural and social differences well as they talk to the children about their families and help them celebrate their personal

festivals together, such as birthdays. Multilingual labelling, books and role play resources reflect the children's home backgrounds and help to ensure they feel welcome and included in the pre-school.

In this small and friendly setting the children quickly build secure relationships with all the staff. There is a clear, strong affection between staff and children, which means children are happy and confident. Staff are sensitive when settling in new children and enable them, for instance, to have a quiet time in the book corner, or carry about a special toy. Parents are encouraged to give as much information as possible to their key person so children's individual care and learning needs are effectively met. All this helps to ensure children enjoy a positive move into pre-school. As children prepare to move to school, staff ensure children know how to dress themselves, teach them how to recognise their own belongings and take them into the school so they are familiar with the new surroundings. All this helps to build their confidence so they are ready for school.

The pre-school is well organised, enabling children to demonstrate their independence and follow their own interests. Resources are plentiful, and easily accessible so children extend their own learning. Staff deploy themselves well to ensure children have every opportunity to ask for help if need be. Routines of the day are mainly free-flow, enabling children to play indoors or out as they choose. Children are brought together at regular intervals during the day, either as a large group, or in smaller key groups, to share activities together, such as story time or music. Occasionally these activities do not fully take into account the short attentions of younger and less able children. As a result children sometimes become restless and distracted, which means their learning is not as effective or enjoyable as possible.

Children learn good self-care skills with the guidance of staff and develop their independence in hand washing and using the toilet. This prepares them well for school. They sit in small, social groups to enjoy a relaxed and healthy breakfast and snack time together. Parents provide lunch boxes for the children who stay all day and receive some good suggestions from staff to help ensure lunches are healthy and balanced. Children participate in active games where staff encourage them to listen to their heart rate and talk about the benefits exercise brings. All this helps them to understand the importance of healthy lifestyles. Children demonstrate a good understanding of how to keep themselves safe and follow clear safety rules, such as not running indoors or tidying away resources. Their understanding is further promoted as they practise the fire drill regularly and talk about the hazards they might encounter on walks around the school grounds.

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

Staff attend safeguarding courses regularly and are clear about the reporting procedures if there are child protection concerns. They consistently implement appropriate safeguarding procedures, such as checking on visitor's mobile telephones to further enhance children's safety. The provider has a robust recruitment process to ensure that staff undergo a thorough vetting procedure, which helps to ensure any adults working with the children are safe and suitable to do so. A rigorous induction programme ensures staff, students

and volunteers are all well-informed about their roles and responsibilities so that children benefit from good levels of support and supervision. Staff make daily checks of the premises and have secure risk assessments that take into account all aspects of the provision. For example, they have reviewed the wood working and other risky play opportunities to make them as safe as possible. As a result, hazards to children are effectively minimised.

Parents are enthusiastic about the pre-school and comment very favourably about the welcoming and friendly staff. They say staff take time to talk to them about their children needs and activities on placement to help them settle quickly into the pre-school. Parents receive a well-written parent prospectus that gives them a clear understanding of the provision. Partnerships with other agencies are flourishing, for example, there are firm links with the children's centre and the local traveller liaison support workers. Staff have good partnerships with the host school and nursery class to enable positive transitions. The manager meets regularly with the teachers to ensure there is ongoing continuity of care and learning for children attending both pre-school and the nursery class, or moving on to the reception class. Staff undertake specialist training to support children with special educational needs. They support parents to gain access to additional support as appropriate. For example, they know where to obtain one-to-one funding or support for additional medical needs. As a result, children have their individual needs suitably met.

The staff are supported well by a strong and supportive management team and benefit from one-to-one supervision meetings and appraisals. Professional development is given a high priority, leading to staff who have a confident understanding of the learning and development requirements. Consequently, children benefit from a broad range of learning opportunities delivered by enthusiastic and well-trained staff. The pre-school benefits from close links with its sister nursery. For example, staff with particular areas of expertise are shared between the settings to provide children with new and exciting activities, such as woodwork and forest school experiences. Staff hold regular meetings so they can assess and plan for children's learning. They complete regular assessments and keep tracking information to ensure all children continue to make good progress, given their starting points. Managers and staff have developed good quality provision in a short time, and continue to successfully evaluate their performance to identify the strengths and areas for development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## 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

<b>Unique reference number</b>	EY461579
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	911530
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Cambridge Associates In Management Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01223566323

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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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