

# Jeavons Wood Pre-School

Jeavons Wood Primary School, Eastgate, Great Cambourne, CAMBRIDGE, CB23 6DZ

## Inspection date

Previous inspection date

17/12/2013

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

- The partnerships with parents are very good; parents feel involved in the setting and have many opportunities to share in their children's learning experiences.
- The quality of teaching is good. Staff consistently use effective questioning to promote children's thinking skills. This helps children to make good progress towards the early learning goals.
- An effective key person system enables children to quickly build strong attachments to staff. As a result, children feel safe and secure.
- Children's independence is developed well through everyday routines, such as preparing their own food and drink.

### It is not yet outstanding because

- Whole group activities are sometimes not well timed and therefore, interrupt the flow of play. In addition, younger children, who sometimes find sitting and listening difficult, occasionally find it hard to sustain their concentration.
- The outdoor play environment does not offer children the same rich learning experiences as indoors.

## 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 the children at play and their interactions with staff.
- The inspector spoke with a number of parents on the day to find out their views on the quality of the provision.
- A joint observation was conducted with the manager.
- A range of documentation was examined, including policies and procedures, children's learning records, staff training and recruitment processes.

## Inspector

Veronica Sharpe

## Full report

### Information about the setting

Jeavons Wood Pre-School was registered in 2013 on the Early Years Register. It is situated in purpose built premises at the Jeavons Wood Primary School in Great Cambourne, Cambridgeshire. There is an enclosed area available for outdoor play. The pre-school comes under the umbrella of the governing body of Jeavons Wood Primary School. Session times are Monday to Friday during school term times from 8.45am until 2.45pm. Children attend morning, afternoon or all day.

The pre-school employs five members of childcare staff, including the manager. Three hold appropriate early years qualifications at level 3 and the manager has Qualified Teacher Status. One member of staff is working towards level 3 and another is working towards level 5. There are currently 49 children on roll, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- review group activities, so they are more responsive to the individual needs of the children taking part and enable younger children to give their best attention to maximise their learning
- develop further the opportunities for children to extend their sensory experiences outdoors, for example, by providing a mud kitchen and a water supply.

## Inspection judgements

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

Staff demonstrate a competent understanding of how children learn and their teaching skills are good. They use their knowledge of children's individual needs and interests to plan a broad range of interesting learning experiences. Children's progress is effectively tracked through regular observation and assessment. Most of the children's time is spent in self-initiated play, which develops their independence well. Resources and equipment are well organised, enabling children to follow their own interests during the periods of free-flow play. However, some whole group activities are occasionally not well timed, which means that children are not always able to sustain their self-chosen play. Additionally, these activities do not fully take into account the short attentions of younger and less able children. As a result, they sometimes become distracted, which means that

their learning is not as enjoyable as possible.

Parents are effectively involved in their children's learning from the outset as they contribute to children's starting points and their learning journals. Staff inform parents about key activities their children have enjoyed and encourage them to extend learning at home. Parents have daily contact with their key person, so they have ongoing information about their children's progress and well-being, all of which helps to support children's continuity of learning. Children's communication and language is promoted well as staff engage them in two-way conversations. Staff use open-ended questioning well to help children to think about their activities and extend their own ideas. For example, as a child builds a pretend house from bricks, she and an adult talk about who lives there and what else is needed to finish the house. Children benefit from ready access to a range of books and enjoy spontaneous story times with attentive staff.

A wide variety of good quality writing materials encourage children to develop their interest in making marks. Children's mathematical skills are explored as staff support them to count out loud and use numbers in their play. For example, they sing number songs, and play games where they form circles or lines. Staff support children to make paper aeroplanes and ask them, 'How far did it go?' enabling children to estimate and speculate. Children enjoy exploring their imaginations through arts and crafts. They show their skill with scissors as they cut up their materials and explore colour and texture with paints, sponges and brushes. A well-equipped play kitchen helps to develop children's interest in early technology and they turn knobs and press buttons on the toy appliances. Staff teach children practical skills, such as dressing-up during role play. They have high expectations of children's independence, enabling them to get themselves ready for outdoor play and wash their hands. This effectively helps them prepare for the next stage in their learning, including school.

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

Children have formed very secure attachments to the staff. They greet staff happily on their arrival and run up to them for affectionate hugs. This is due to the exceptional settling-in procedures, which give children a strong sense of security and belonging. Home visits are key to making initial links with families. By the time children arrive in the setting, they already know their key person and have begun to build a trusting relationship. Staff and parents complete an 'all about me' form together, so there is a clear understanding of each child's individual needs and preferences. As a result, children are happy and confident, which gives them a positive attitude towards their future transitions. Staff provide children with good role models to support their positive behaviour. Clear rules give consistent messages about what is acceptable and children are, consequently, kind, polite and helpful.

Children learning English as an additional language have books in their own language. Their key person learns key words and phrases from parents. These are displayed along with visual images showing the routines of the day. As a result, children quickly become familiar with the setting and show they are settled and happy. Children's photographs are cheerfully displayed around the room to enhance their self-esteem. Staff plan a variety of

activities that help children learn about their own cultures, beliefs and lifestyles and those of others. This helps to develop their knowledge and respect for each other's differences and similarities. Staff actively promote children's safety through regular routines, for example, children learn to handle the knives that cut their fruit.

Children benefit from healthy snacks and drinks. They take an active part in food preparation to develop their independence and learn about healthy foods during cooking activities. Parents provide their children's lunches and follow guidance from staff about healthy and appropriate content. This helps to ensure children's diet is nutritionally sound and therefore, promotes their healthy growth. Children freely access the outdoor area during the periods of free-flow play. They enjoy the fresh air and develop their physical skills on balance beams or during ball games. Staff actively promote vigorous exercise as they encourage children to play games, such as 'What's the time? Mr Wolf'. However, the outdoor area is still under development. As yet, it does not offer children the same rich learning environment as indoors. In particular, there are fewer opportunities for children to explore their senses, for example, by digging, using a mud kitchen or having access to a water supply.

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

Children's safety and welfare is promoted well because staff have a secure understanding of the local safeguarding procedures. There is a suitably trained, designated person for child protection in post and staff undertake regular training. There is a defined procedure to share concerns about children at risk with the school to further enhance their safety and well-being. Effective risk assessments help to maintain the safety and suitability of the premises and equipment. Staff do visual checks of the environment each day and make sure children are supervised appropriately. Children participate in regular emergency evacuations to develop their ability to stay safe in an emergency. They learn to identify the hazards around them as they move around the building and use the toys and equipment. Documentation that helps to promote children's safety is well organised and easily available, such as accident and medication records. All staff undergo suitability checks and have a thorough induction to ensure they are competent in their roles and responsibilities. The manager conducts regular supervision meetings to monitor staff performance. There is a proactive attitude towards further training to ensure staff extend their already good skills. For example, staff have developed their knowledge of phonics to further extend children's communication and language skills.

Staff have quickly formed an effective team and show a good understanding of the learning and development requirements. They work together well to provide a broad educational programme that offers children challenging learning experiences. As a result, children make good progress and are well prepared for the next stage in their learning. Observations and assessments of children's activities are used effectively to track and monitor their progress. A senior teacher within the foundation unit of the school oversees the educational provision to ensure consistency. Self-evaluation of the setting is underway to help staff enhance the quality of the provision. Parents and children have been asked for their views and these have been incorporated into the action plans. Staff have set

ambitious targets with clear timescales to support children's achievements and drive improvement.

Managers and staff value the contributions of parents and carers and actively encourage their participation in the pre-school. For example, they plan regular open days that enable parents to have lunch or breakfast with their children. A parent committee has recently been set up to help with social and fund raising events. Parents receive comprehensive information about the setting. Weekly newsletters keep them well informed about activities and events. Parents praise the staff and say they show a genuine interest in their children. They say the staff take time to get to know them and always make them feel welcome. Staff are beginning to build their links with other local settings. Where children attend more than one setting, staff make contact and arrange to share children's progress records. Children use parts of the school at various times during the day and have good opportunities to meet older children and teachers. There is shared working with the local children's centre that helps to support children and families, including those with special educational needs and/or disabilities. All of this helps to promote continuity of care and learning for all children.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY463303
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	925858
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Jeavons Wood Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01954 717180

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2012

