

# Whittlesford Preschool Playgroup

Whittlesford Memorial Hall, Mill Lane, Whittlesford, Cambridge, Cambridgeshire, CB22 4NE

## Inspection date

10/02/2014

Previous inspection date

22/01/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 know their key children very well and form warm, sensitive relationships, so children feel happy and secure in the pre-school.
- Children enjoy and are fully engaged at storytime by wonderful made-up stories told by practitioners using puppets and props. This supports children's early love of literature and their communication and language skills.
- The pre-school provides an indoor and outdoor learning environment that is well resourced and provides all children with exciting and challenging activities that support their good development in all areas of learning.
- Children are given plenty of time to fully explore creative activities and freely use paint and other creative materials.

### It is not yet outstanding because

- There is scope to obtain further information from parents about children's continued learning at home to secure an ongoing flow of information between the setting and all parents, to further enhance and support children's all round development.
- Some staff do not allow children enough time to respond to questions, which does not consistently extend their ability to think critically.

## 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 observed activities in the hall and the outside area used by the pre-school.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the manager and staff throughout the inspection.
- The inspector looked at children's registration details, assessments and planning.
- The inspector checked evidence of staff qualifications, Disclosure and Barring Service checks and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Stephanie Collins

## Full report

### Information about the setting

Whittlesford Preschool Playgroup first opened in 1967. It operates from the Whittlesford Village Memorial Hall, which was renovated in 1998. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school serves the local area. It is managed by a voluntary committee. The premises are accessed via a ramp. There are currently 40 children on roll in the early years age range. Children attend for a variety of sessions. The group opens five mornings a week during school term times. Sessions are from 9am to 12 noon on a Monday, Tuesday, Thursday and Friday and from 9am to 12.30pm on a Wednesday.

Five staff work with the children and all hold a qualification at level 3. The pre-school receives support from a teacher and an area special educational needs co-ordinator and a support officer from the Early Years Development and Childcare Partnership.

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

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

- develop the partnership with parents even further to enhance the ongoing exchange of information relating to children's learning at home, to secure the best possible outcomes for children
- enhance children's opportunities to think critically and to respond to questions from staff by ensuring that they are given enough time to respond when asked questions.

## Inspection judgements

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

The pre-school provides a very well-resourced learning environment that supports children's development in all seven areas of learning. The indoor equipment and resources are laid out, so children can access them independently and move freely from one area to another. Children are given time to explore and experiment with craft materials, they mix paint to change colour and stick on material to 'help it dry'. As a result, they become fully engaged in activities and display the characteristics of effective learners developing creativity and critical thinking. Staff demonstrate a secure knowledge of how to promote the learning and development of all children. They provide appropriate activities for young children and gently extend their learning, for example, applying paint to their hands to make handprints. Staff recognise when to offer children more challenge to extend their learning, by more challenging resources, such as puzzles with more pieces. As a result, all

children make good progress in their learning and development. Children have daily access to a well-resourced outside area with purpose built shelters, which can be used as shelter from the weather, snack or reading stories. They develop physical skills using a range of long handled garden tools to dig and sweep and develop an understanding of the world as they dig for worms. Staff use the opportunities for counting the worms and introducing mathematical concepts, such as 'one more' and 'how many?' Staff skilfully question children about their self-chosen themes of play, extending conversations and encouraging critical thinking. However, staff sometimes ask children questions too quickly, which means that children do not have enough time to process their thoughts and come up with an answer.

Children make good progress from their starting points as staff use observations to plot their progression against the stages of development typical for their age and identify the next steps in their learning. Next steps in children's learning are discussed with all staff members, which enables them to plan group activities that meet the needs of individual and groups of children. Consequently, all children make good progress and gain a wide range of skills to prepare them well for school.

Parents are very happy with their children's progress at the pre-school and say the pre-school encourages them to take home their children's learning files to look at. Parents and staff chat about children's learning as parents drop off or collect their children. As a result, parents are kept well informed and are able to support their children's learning at home. However, information about children's learning at home is not as well shared between parents and the pre-school and this does not enhance staffs' ongoing ability to support children's interests and learning, based on the most comprehensive picture of the child.

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

There is a strong key person system in place and children are well supported during their transition to the pre-school. The initial exchange of information between staff and parents ensures they know about children's likes and dislikes, so they use effective ways to help them settle. Staff understand children need time to settle and patiently support them, offering a range of activities to help them settle. As a result, children develop warm relationships with their key person and have a safe and secure base, which gives them the confidence to independently explore.

Children are encouraged to be responsible for their own hygiene and are reminded to wash their hands before they register for snack. They are offered a variety of prepared fruit and staff use the opportunity to engage children in activities to enhance their independence, such as preparing and coring a whole pineapple. Snack time is not rushed and this ensures children have time to enjoy their food and explore the different or new tastes. Therefore, children learn about healthy eating and develop good hygiene habits. Staff are well informed of children's dietary requirements and have clear procedures in place to ensure their good health and well-being. Children are encouraged to keep themselves safe, for example, as they sweep up sand they have slipped on.

Children's behaviour is very good and this is as a result of staffs' consistent and positive

approach. Children are given gentle reminders to walk indoors and staffs' timely support in diverting minor conflicts directly results in children learning to tolerate others differences and work together. Text in different languages and a range of images of people from different cultures support children in learning about difference and diversity. The pre-school has established strong links with the local school and the older pre-school children visit for lunch as part of their induction. This ensures children are well prepared for their transition to school and supports their well-being during times of change.

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

Staff fully understand their responsibilities to safeguard children and know who to report to. Procedures are in place to protect children from harm. Effective recruitment systems are in place to ensure all those working with children or involved with the pre-school are suitable. Staff carry out visual risk assessments of the outside areas and fire drills are practised termly. As a result, children's safety and welfare is efficiently supported.

The playleader provides strong leadership and is committed to developing a quality setting. Staff are supported to develop their interactions with children through supportive joint observations and children's progress is effectively monitored. This is demonstrated by the indepth knowledge that all staff have of individual children and how to extend and challenge their learning.

The playleader is currently updating the setting's self-evaluation and has clearly identified targets for improvement. The pre-school has strong links with the local community and is well supported by the parent committee. Information about children's learning is shared with the other settings as well as the main feeder school children attend. This ensures continuity in children's learning and care. The pre-school has a warm, friendly, welcoming atmosphere where children are happy and supported and receive a solid foundation upon which to build their future learning.

### **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	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>	221767
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	865964
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Whittlesford Pre-School Playgroup Committee
<b>Date of previous inspection</b>	22/01/2009
<b>Telephone number</b>	01223839395

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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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Piccadilly Gate  
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