

Fen Drayton Pre-School

The Village Hall, Cootes Lane, Fen Drayton, Cambridge, Cambridgeshire, CB24 4SL

Inspection date	14/02/2014
Previous inspection date	20/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The experienced and caring staff help children to form secure emotional attachments. As a result, there is a strong and secure base for children's learning and development.
- Teaching is good because staff are knowledgeable and experienced. Children achieve well and develop an independent and confident attitude to learning.
- Children benefit from frequent outings, enabling them to understand the world around them and develop strong links with their local community and the primary school.

It is not yet good because

- Staff do not have regular appraisals or supervision meetings to ensure the current good quality is maintained and improved.
- The new management committee has not developed a secure understanding of its responsibilities. Consequently, maintaining the quality of the provision is not assured.
- The committee has limited involvement in the pre-school's self-evaluation, therefore, not all aspects of the provision have been taken into account.
- There is scope to increase the engagement of a small number of parents to enable staff to have a more holistic view of children's learning at home.

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 the children throughout the inspection.
- The inspector met with the chairperson of the committee and spoke with several committee members and staff during the inspection.
- A range of documentation was examined, including children's records, staff files, registers, policies and procedures and the children's learning journals.
- The inspector spoke with a number of parents to gain their views on the quality of the provision.

Inspector

Veronica Sharpe

Full report

Information about the setting

Fen Drayton Pre-School was registered in 1982 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the village hall in Fen Drayton, Cambridgeshire. The pre-school operates as a registered charity, managed by a committee of parents. All children have access to an enclosed outdoor play area.

There are currently 15 children on roll who attend for a variety of sessions. A small number of children have special educational needs and/or disabilities. The pre-school is open during school term times on Monday, Wednesday and Thursday from 9.15am to 12.15pm and Friday from 9.15am to 3.15pm. During the summer term, the pre-school opens on Wednesday from 12.15pm to 3.15pm for children attending school in the following term. There are two staff who hold appropriate early years qualifications employed. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement appropriate arrangements for regular staff appraisals and supervision meetings to foster a culture of mutual support and continuous improvement.

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

- improve the management committee's understanding of their responsibilities regarding the safeguarding and the learning and development requirements of the Early Years Foundation Stage framework
- develop further the evaluation of the provision to more effectively reflect the strengths and weaknesses of the committee's leadership and management
- extend methods to support and share information with all parents to enhance the support given to children's learning at home.

Inspection judgements

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

Children make good progress in their learning and development because staff are skilled and knowledgeable teachers. Staff plan an enjoyable and balanced range of adult-led and child-initiated activities that motivate and interest the children. Observations on children's achievements are used to regularly assess what they enjoy and can do. Three-monthly summary assessments help staff to ensure all children develop according to expectations and identify any concerns. Parents are suitably encouraged to share their knowledge about children's development and are informed about progress during daily discussions and regular meetings. This helps staff to plan more accurately for children's learning needs.

Children enthusiastically dig in the soil and unexpectedly find worms. They delight in examining them and compare their sizes and colours. Supported skilfully by a member of staff, they consider how the worm moves through the soil and what it might eat, extending their learning. Staff provide children with resources to support their physical development, for example, children use a variety of sit and ride toys. They ride them around confidently, building their muscles and developing their sense of space. Children enjoy creative activities and show their confidence as they cut out shapes and use glue and paint imaginatively. Staff encourage children to move resources around to support their play. For example, children use play dough in the role play area to make pretend cupcakes and sell them in their pretend shop. A well-equipped writing table encourages children to make marks with a purpose and many of the older children write their names using recognisable letters. This supports their future learning well.

Staff involve children in choosing their activities and remind them of resources stored elsewhere through photograph albums and displays. They support children's communication and language well by providing frequent opportunities to have conversations and discussions. Children enjoy using books and settle down independently to look through them in a comfortable corner of the room. They play happily with puzzles, showing a good understanding of size, colour and shape, which supports their mathematical development well. Staff help the children to put together a large train set, offering suggestions about its format, but enabling them to use their own ideas about the shape and direction. As a result, children learn to make confident decisions about their play and become active learners.

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

Children's personal, social and emotional development is supported very well in this warm and caring pre-school. They arrive happy and enthusiastic. Children greet staff affectionately and quickly become involved in the activities. Staff treat the children with respect and show them they value their contributions. As a result, children are confident and secure. Parents are encouraged to be fully involved in settling-in processes, so that each child's individual needs are known and met. Children's self-esteem is promoted well because staff involve them in the planning and provide activities that reflect their personal interests. This helps them to develop a positive attitude to learning that prepares them well for their future experiences. Resources are well organised indoors and outdoors, enabling children to make choices and follow their own interests. Staff provide children with ongoing explanations about behaviour and safety. As a result, children behave well

and understand the consequences of their behaviour. For example, they express regret when a cup is accidentally broken and help to pick up the pieces.

Staff support children's healthy lifestyles by providing a wide variety of fresh fruit, breads and vegetables for snacks. Children demonstrate their independence well as they cut up apples and help themselves to cups and plates. Regular cooking activities and discussions with staff about healthy food choices extends children's understanding of the importance of a balanced diet. Children have a good enthusiasm for active exercise indoors and outdoors. Staff ensure resources indoors support physical development, for example, they set out stepping stones to promote balance. Children move to music and have uninterrupted access to outdoors for more exuberant movement with balls and wheeled toys. Frequent outings enable children to build very good links with their local community. For example, staff take them to the local post office to post letters and buy produce. They often go for walks and to the school, where they take part in events, such as charity fund raisers and school concerts. Visitors from organisations, such as a national charity for birds, encourage children to broaden their understanding of the world.

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

The leadership and management of the setting requires improvement because the new committee has not developed a secure understanding of its responsibilities. The members of the committee are willing and enthusiastic. They have recently taken over the setting after a period of change and have dedicated themselves to securing the financial future of the pre-school. However, their knowledge of the Early Years Foundation Stage framework is not robust enough to ensure all essential systems are implemented. For example, staff appraisals and supervision meetings have not been arranged, which is a legal requirement. Staff working with the children are experienced and qualified. They have continued to monitor their own training needs and essential training has taken place. Both staff members have used their own initiative to keep up to date, for example, they have renewed their first aid and refreshed their knowledge of child protection. Therefore, the lack of appraisals has not had a significant effect on children's safety or on the quality of teaching thus far. However, because regular appraisals and supervision meetings are not carried out, staff are not fully supported to maintain and improve the effectiveness of the provision.

Staff have initiated self-evaluation to assess the quality of the provision. Parents contribute through annual questionnaires. Although, it is at an early stage, staff demonstrate an understanding of their immediate strengths and recommendations from the last inspection have been addressed. However, the evaluation does not take account of the role of the committee and wider management issues have not been effectively identified. The manager and her co-worker make regular observations and assessments of children's development to monitor the effectiveness of the educational programme. Staff understand the procedures for safeguarding children and know who to contact if there are concerns about a child's well-being. They regularly attend training to update their knowledge of child protection. There have been no new staff employed at the pre-school recently, however, there are appropriate procedures to follow to establish the suitability of

any new staff. Students and volunteers are appropriately supervised and undergo an induction, so they are aware of their responsibilities. Staff conduct daily checks of the premises and equipment to ensure children play in a safe environment. Rigorous risk assessments keep children safe on outings.

Parents indicate they are very pleased with the provision. They say their children are happy and have strong bonds with the staff. Regular newsletters and notice boards help to keep parents informed about special events and some details of the educational programme. Parents clearly value the pre-school and some offer their help as part of the committee and on the parent-helper rota. An informative website enables parents to access the policies and procedures easily. However, a small number of parents do not engage fully in sharing information about learning and development, which means that there is scope for staff to be more creative about how to encourage greater involvement. Partnerships with other early years providers and the school are well established. Children have very good opportunities to prepare for their move to school through regular visits and contact with teachers at the nearby primary school. A 'rising fives' session during the summer focuses on those children who will attend school. This enables them to develop additional essential skills, such as learning to listen for longer periods and taking part in larger group activities. Children who attend more than one early years settings have shared diaries, which helps to achieve continuity of care and learning. Partnerships with the local children's centre and specialist teachers enables staff to offer effective support for children with special educational needs and/or disabilities.

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

Unique reference number	221777
Local authority	Cambridgeshire
Inspection number	818203
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	15
Name of provider	Fen Drayton Pre-school Committee
Date of previous inspection	20/10/2011
Telephone number	01954 230311

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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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