

# Fordham Pre-School

1 Isleham Road, Fordham, ELY, Cambridgeshire, CB7 5NL

## Inspection date

04/04/2014

Previous inspection date

24/03/2010

## 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

- The quality of teaching is consistently good, as a result children are making good progress across all seven areas of learning.
- The environment is both stimulating and enabling and children enjoy their time at the setting demonstrating that they feel safe and secure.
- Effective parent partnerships mean that children benefit from a shared approach to learning from the pre-school and at home.
- Children are taught to manage their own risks when playing with equipment, with clear guidelines from staff. They are secure in their understanding of safeguarding procedures which means children are kept safe from harm.
- The setting is able to identify areas for improvement and training is being used effectively to support these areas.

### It is not yet outstanding because

- Some partnerships with local settings are effective. However, there is scope to enhance partnerships with those further afield. This means that for some children, continuity is not always fully promoted.
- Although the performance management of staff is good, there is scope to improve this further using skills, such as peer-to-peer observations.

## 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 main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and evidence of the provider's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kerr Cobbett

## Full report

### Information about the setting

Fordham Pre-school opened in 2002 on the site of the primary school in Fordham, a small village close to Soham. It operates from purpose-built premises consisting of a main playroom, a smaller quiet room/ICT room, kitchen and toilets, office and lobby. It also has a weather-proofed outdoor play area, a small grassed area and a small patio area for growing plants and herbs. It serves the local community and has close links with its neighbouring primary school. There are currently 110 children on roll, of whom 73 are in the early years age range. Children attend for a variety of sessions during the week, which are divided to support the different age groups attending. The pre-school receives funding for free nursery education for two-, three- and four-year-old children.

The pre-school opens five days a week for two sessions each day, in term time only. Sessions run from 9am to 11.30am and from 12.30pm to 3pm. Six staff members work with the children at the pre-school and four in the out of school club. Seven members of staff have early years qualifications recorded at the setting, of which five are at level 3. Two members of staff are working towards a level 3 qualification and two are unqualified. The total number of staff employed is 11. The setting runs a breakfast club and an after-school club which some children in the early years age group attend. The breakfast and after school club runs in the morning before the pre-school session, from 8am until 8.45am and after the pre-school sessions from 3.15pm until 5.15pm except for a Wednesday where sessions run until 6.15pm. The pre-school receives support from a teacher from the Early Years Development and Childcare Partnership, and is a member of the Pre-school Learning Alliance. It is on the Early Years Register.

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

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

- consider how to strengthen the already good quality of teaching, for example, by using peer-to-peer observations to sharply focus the evaluation of the impact that staff practice has on children's learning
- enhance the partnerships with all other settings children also attend to strengthen continuity of care and learning between settings.

## Inspection judgements

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

The setting has a free-flow approach from the main pre-school room to the garden, which children use to meet their own interests. Observations of the children using this space

demonstrate the high levels of interaction between groups of children. For example, in the outdoor area two boys use the tree house to engage in role play, while inside, two girls role play showing their ability to make connections in their learning as they link recent experiences, such as Easter celebrations, to the pretend eggs they use. This demonstrates how children use the space to enhance their independent play and feel confident and secure to use past events in their role play. It also demonstrates how the staff reflect on how children in their setting engage in role play and provide the space and resources to meet children's different interests and learning styles. Adults listen and respond to children's ideas and thoughts in a timely manner. 'Bubbles the bear' is taken home by children as a way of involving children and parents in learning at the pre-school. Children are keen to share the bear's adventures with both staff and other children, which supports their personal, social and emotional development, as well as their communication and language skills. Parents are kept well informed about their children's progress through parents' evenings and they can access their children's learning journal records at any time, which staff complete. As a result of this sharp and focussed assessment, children are making good progress and any gaps in learning are closing quickly.

Children are learning new vocabulary and use words, such as 'delicate' to describe objects. Staff provide lots of opportunity to develop vocabulary at circle time, and on a one-to-one basis. Children are interested in learning and demonstrate high levels of involvement in activities, such as junk modelling, play dough and role play. Staff skilfully support children during a circle time to take turns to listen to one another and when they need to reflect themselves. For example, they give a child thinking time to realise that her teddy is a lion. The sensitive approach that is used means children are confident to 'have a go'. Children recognise and sing nursery rhymes and familiar songs which encourages their mathematical language and counting. Throughout the morning session children are encouraged to link letters and sounds using props they have brought in from home or using teaching methods, such as phonetically sounding out words. For example, children bring in resources from home which link to the letter of the week. This also demonstrates a good link between learning at home and learning at the pre-school.

Mathematics is being used to its full potential. During these focussed activities the children are learning to problem solve; one child works out that there are less girls than boys. When another girl arrives the children then realise there is the same number of boys as girls. All aspects of the Early Years Foundation Stage are being supported, which ensures that the educational programmes are providing interesting and challenging experiences for the children based on secure knowledge of their initial starting points. As a result, children are gaining the necessary skills needed for the next stage in their learning, such as school. The children show they are ready for the school environment as they thrive from adult-initiated activities.

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

Parents are aware of their child's key person and feel confident to approach them if they feel they need to. A strong key person system means that staff know the children really well and as a result of these robust systems, children's well-being is being fully supported. Children are well behaved, confident and demonstrate good skills in their personal, social

and emotional development. They are happy to interact with adults and peers. For example, one child confidently speaks out to say, 'I am brilliant'.

Children access the garden freely and use facilities, such as the toilets independently. They have slippers for inside to make the environment homely, clean and warm. Coat pegs have children's pictures and names on so they can be supported to complete routine activities themselves, which supports their growing independence. Snack time offers the opportunity to support children to pour their own drinks. Parents provide snacks for children and the pre-school works in partnership with them to ensure they have a good understanding of what a healthy snack includes. Children show high levels of independence and show how the setting has close links to reception and year one with regards to being ready for school. This is exemplified when children self-choose activities which hold their attention for sustained periods of play, such as play dough and junk modelling. Adults extend these activities appropriately to pull out all the possible learning outcomes.

As a result of the enabling environment, children exude confidence and have the ability to assess risks themselves, where appropriate. Children manage their own risks through activities, such as the tree house outside, as well as using equipment inside like the interactive whiteboard, where a small step is needed to access the equipment. Staff gently remind and supervise children with this equipment and, as a result of clear boundaries, any unwanted behaviour is quickly resolved.

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

The manager and committee understand their roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. There is a clear recruitment process in place and all files are securely kept in the office. As part of the recruitment process, all necessary checks to meet the statutory requirements are undertaken, such as the Disclosure and Barring Service checks, and this, alongside keeping records of qualifications and staff details, ensures that staff are suitable to work with children. The induction process has a checklist of all the important information that each member of staff needs to be informed of, such as reading and understanding policies. There is a safeguarding policy, which is in the process of being updated as a result of recent training; this includes the use of mobile phones while in the pre-school. The manager and staff team clearly understand the safeguarding procedures and have high levels of awareness of their own role in protecting children from harm. This means children are not only taught how to keep themselves safe, but staff have a secure understanding about what to do if they have any concerns about a child in their care. This is further embedded with secure and comprehensive risk assessments, both for outings and for each room within the setting. This illustrates how the setting reflects on how to keep children safe in all environments.

The setting has been using the local authority's quality improvement framework to help enhance their self-evaluation of the provision. The areas for improvement in the self-evaluation have been followed through and as a result, the pre-school's outside area has

been enhanced and effectively covers the seven areas of learning. The manager and deputy manager have completed leadership training and, as a result of continuous professional development the setting continues to enhance areas based on secure knowledge of how children learn. An example of this is outside where developments provide enhanced opportunities for growing plants and herbs. These developments have also resulted in boys using the outside area to engage in role play, which demonstrates the positive impact the changes have had for the children. As a result of completing the quality improvement framework, the drive for improvement is evident. Monitoring of the educational programmes takes a team approach and staff meet on a weekly basis to evaluate the activities provided, children's individual learning needs and the progress children are making. Where any gaps in development are identified these are being quickly closed as a result of the commitment from staff to working in close partnership with external agencies, such as speech and language therapists.

Staff performance management is good. However, there is scope to strengthen this even further, for example, by embedding the use of peer-to-peer observations so that the team can sharply focus evaluations of the impact their quality of teaching has on children's learning, in order to take children's achievements to the next level. Most staff are qualified and this has a positive impact on the teaching and learning opportunities for the children. The skilled staff who are not yet qualified are undertaking training to further develop their knowledge and skills.

The setting has robust partnerships with parents and other settings in close proximity, where children also attend. However, where children attend settings further afield, the links are not as well established, in order to enhance the consistency 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>	EY218234
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	869759
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Fordham Pre-School Committee
<b>Date of previous inspection</b>	24/03/2010
<b>Telephone number</b>	01638 724183

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## Type of provision

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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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