

# Haddenham Pre-School

Chewells Lane, Haddenham, ELY, Cambs, CB6 3SS

<b>Inspection date</b>	30/04/2014
Previous inspection date	15/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The rich, varied, stimulating and well-planned environment, both indoors and outdoors, means children are highly motivated and enthusiastic learners who make excellent progress in their learning and development.
- Close relationships between staff and children support children's confidence and feelings of security extremely well and partnerships with parents are very strong.
- Staff skilfully support children's transitions when starting at the setting and during their move to school. As a result, children are extremely well prepared for the next stages in their learning.
- Safeguarding children is given a high priority. They are cared for by suitably qualified and experienced staff, who effectively support and encourage children in understanding how to keep themselves safe and healthy.
- The pre-school manager is highly passionate and demonstrates a desire to provide a high quality learning environment for all children. Monitoring of the provision and children's learning is extremely effective, ensuring children benefit from a continually improving provision.

## 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 all areas of the setting including the gardens.
- The inspector held a meeting with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took the views of parents and carers into account through conversations and written feedback.
- A range of documentation was examined, including the children's learning journals, staff qualifications and suitability checks, planning documents and the settings self-evaluation.
- The inspector carried out a joint observation with the manager.

## Inspector

Julia Sudbury

## Full report

### Information about the setting

Haddenham Pre-School has been operating since 1972 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile building in the village of Haddenham, Cambridgeshire and is managed by a parent committee. The pre-school serves the local area. There is a secure play area at the front of the building which is shared with a day nursery operating from the same site and a smaller outdoor area at the back of the building for the sole use of the pre-school. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one staff member holds a level 2 qualification. The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm with an optional lunch club on a Monday and Wednesday until 1pm. Afternoon sessions run on Tuesdays, Thursdays and Fridays from 1pm to 4pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The pre-school receives funding for the provision of free early education to children aged three and four. 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:

- continue the high quality supervisions and focus on professional development for all staff.

### Inspection judgements

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

Children are making consistent progress in their learning and development, because the setting provides an exceptionally stimulating and well thought out educational programme. Both inside and outside, areas are designated into specific learning zones. These zones are all creative and welcoming and laid out in such a way as to encourage children to access and select items and activities which engage and inspire them. Teaching in all areas is consistently strong, with new and less experienced staff receiving positive support and mentoring, meaning that they are building on their already robust practice. A well thought out educational programme, which links activities and carries through themes and ideas over a number of weeks, allows children to revisit and build on their previous knowledge. Staff have very high expectations of the children, and provide them with specific praise and encouragement upon their completion of tasks. This positive feedback provides children with a very high sense of self-esteem and pride. Staff respond extremely well to children's spontaneous ideas. For example, children bring in snails they have found on their walk to the setting. Staff set up an area with magnifying glasses and pictures so that all children can make the most of the spontaneous learning opportunity. All children

are supported well to acquire and demonstrate the characteristics of effective learning, ensuring they are developing skills for their next stage of learning.

Highly successful strategies engage all parents in their children's learning. Staff collect detailed information from parents before children start so that they begin their initial assessments with a firm and informed base. Parents are provided with support and relevant information so that all families can provide robust and precise details of their child's abilities. Each child has his or her own learning journal, where staff collect a range of clear observations and examples of children's work to support assessments. This includes the completion of the progress check at age two. Children's progress is summarised and detailed next steps are planned regularly. Learning journals are shared with parents every six weeks so that they have an excellent understanding of how their children are developing. Parents receive information about activities and learning within the setting, and 'parent sharing forms' are actively used by all families. The planning of activities involves all staff and involves information and ideas from parents and children, ensuring a truly joint approach to children's learning and development.

Children's communication and language is supported particularly well. Children develop their language and social skills as they join in circle times, where they share their interests and ask each other questions. Staff enable children to join in conversations and show that they value children's contributions and encourage their responses. Children who speak English as an additional language and those with lower starting points are identified quickly through the use of the 'Every child a talker' programme. Therefore, enabling staff to secure timely interventions and support where required. Children are adept at early writing, and there are many examples of their attempts at writing proudly displayed. Across the setting, visual images, family photographs and multi-lingual labelling enhance children's self-esteem and firmly support their personal, social and emotional development. Children have free flow access throughout the session into the setting's covered outside area; this enables children who prefer outdoor learning to thrive regardless of the weather. Children's physical development is well supported. They have opportunities to climb and use large pulleys when outside, while activities, such as building blocks and cooking support physical development inside.

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

Children are highly confident and clearly very happy and content. They arrive with cheerful enthusiasm, and quickly join in with the activities. When they leave, they wave goodbye happily to staff, showing their affection. A well-managed and flexible key person system enables children to develop secure emotional attachments with adults. Transitions into the setting are sensitively and flexibly managed and children visit with parents and meet their key person before being left. This positive experience prepares them well for their future transitions. Children are exceptionally well prepared for their move to school. For example, children are supported to develop the skills they need to manage their lunch boxes independently. In their last half term at pre-school, children practise getting changed into their sports kits before outside play. The staff and children regularly visit the local school. Teachers are also invited to spend time with the children in the pre-school. The manager attends new parents' evenings. This ensures children have the skills to meet their own

needs, as well as being emotionally well prepared for their progression to school.

Children learn about expected behaviour because staff act as positive role models and set clear and consistent expectations. Children behave positively at all times and unwanted behaviour is minimal due to the high level of independence and challenge provided. Children are actively involved in deciding on their own rules and boundaries and this gives them a strong sense of pride and ownership. Staff and children respect each other's feelings. For example, when children are less confident to speak in a group, the other children wait patiently and quietly. This allows the less confident children time and opportunity to give their ideas. Children are also given the opportunity to talk to staff afterwards, ensuring that all children's views are heard. Children's achievements are celebrated through 'wow moments' which are displayed at child height in the setting, helping children to feel pride in what they can do.

Children are robustly supported to learn how to keep themselves healthy and safe. A range of healthy snacks are on offer each day and children have the opportunity to choose the snacks for the following week. Cooking activities and growing fresh produce in the garden further enhances children's understanding of foods that support their healthy growth. Parents are encouraged to bring healthy packed lunches for lunchtime, and are supported in understanding the importance of this. Children have an excellent understanding of hygiene and follow exceptional practices independently before eating and after toileting. Staff make excellent use of the outdoor areas, encouraging all children to participate in active, enjoyable exercise. For example, they ride bikes, climb on climbing frames and take part in games of hide and seek. Children are encouraged to assess the hazards in their outdoor environments. For example, they consider whether it is safe to climb onto equipment and how fast to ride their bikes. Inside they are reminded to walk and know that they cannot go into the kitchen area.

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

The pre-school places the highest priority on ensuring children's welfare and safety. All staff attend regular child protection training and have a clear and up-to-date understanding about safeguarding children and their role in protecting them. Safeguarding is given a very high ongoing priority, for example, possible scenarios are explored at team meetings, which further ensures children's safety. The children are carefully supervised both indoors and outdoors. The provision has appropriate policies and procedures in place to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. For example, they have a detailed medication policy which is closely adhered to ensure the safety of all children on site. Systems are in place to assess risk and to ensure that the premises are safe and secure. Robust systems are in place for recruitment, induction and performance management, ensuring that only staff with appropriate skills and experience are employed. Recruitment procedures are rigorous and prioritise safeguarding children. The manager carries out highly effective and regular supervision meetings for all staff, during which time children's progress and staff practice is discussed and documented. The manager is supported by an engaged and stable committee.

The setting highly values continued professional development and staff regularly attend training. For example, staff have recently attended training on supporting boys and the characteristics of effective learning. New skills and knowledge learnt is embedded in the setting through regular team meetings and individual staff being given areas on which to lead. This ensures the setting is continually improving its already high quality practice. Staff who are less experienced or unqualified are supported to develop their practice. This is an area of ongoing review and monitoring so that staff are supported to provide the best possible care and support for all children. The manager is using data effectively to track and monitor the progress of all children in the setting. Staff are actively involved in this process, ensuring they remain motivated and are fully aware of any areas for improvement. This ensures children's needs are quickly identified and met. The manager completes regular and thorough self-evaluation, taking account of parents, children and practitioners' views. This process accurately reflects the strengths of their practice within the setting and documents the drive for continuous improvement. This has enabled the setting to meet the recommendations made at the last inspection and make significant improvements.

Effective partnerships with parents make a highly valuable contribution to meeting the needs of children. Their active involvement is encouraged through a system of parent helpers and regular newsletters. They are kept fully informed about their child's learning and development. Parents spoken to at the time of the inspection, say they hold the provision in very high regard. They feel that their children are very well cared for and are helped to make very good progress in their learning, and they recommend the setting with confidence. The staff have established very effective links with the school that the children move onto. They maintain a two-way dialogue that helps them to continuously improve the children's transition from one setting to another. For example, teachers have provided a box of items used at school. The staff use this in the role-play area to help children become familiar and confident with it, further supporting their readiness for school. Close partnership working with other professionals ensures that children's needs are identified and that those who require additional support receive it, ensuring all children make the best possible progress. Where children attend more than one setting, regular assessments and next steps are shared. This helps to ensure a consistent approach to children's learning and development between provisions.

### **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>	221726
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	865952
<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>	20
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Haddenham Pre-school Committee
<b>Date of previous inspection</b>	15/10/2009
<b>Telephone number</b>	01353 740126

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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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