

Coton Pre-School

Coton C of E Community Primary School, Whitwell Way, Coton, CAMBRIDGE, CB23 7PW

Inspection date

12/05/2014

Previous inspection date

23/10/2008

The quality and standards of the early years provision

This inspection:

3

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 3

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

- Teaching is good because staff fully understand how to promote children's learning. Throughout the pre-school, staff display strong teaching skills and are effective in helping children to develop and learn through play.
- Children are happy and relaxed within this warm and welcoming pre-school. They enjoy a wide range of exciting and stimulating activities, both indoors and outdoors, which engage and captivate them.
- Staff have a clear understanding of safeguarding procedures and are vigilant about children's safety. They provide a safe and secure environment for them.

It is not yet good because

- Robust vetting procedures are not fully in place to safeguard children. This is because new Disclosure and Barring Service checks for all committee members are not obtained in a timely manner.
- Partnership working with parents is not fully effective in promoting shared home learning, in order to extend children's learning further.
- The information gathered from parents when children first join the pre-school does not clearly identify children's interests and care routines, to enable staff to effectively plan to meet their needs when they first begin attending.

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 indoor and outdoor areas of the pre-school. She spoke to the children, staff and some committee members at convenient times.
- The inspector conducted a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector took account of parents views through discussion and their written views in questionnaires.
- The inspector reviewed the provider's self-evaluation form.

Inspector

Lorraine Pike

Full report

Information about the setting

Coton Pre-School was registered in 1992 and is on the Early Years Register. It operates from a mobile classroom in the grounds of Coton Church of England Primary School in the village of Coton, Cambridgeshire. The pre-school is managed by a voluntary management committee, made up of parents and other individuals. It serves the local area and has strong links with the adjoining school. Children have the use of a playroom, toilet and hand washing facilities all on one level. There is an enclosed area available for outdoor play, which is accessed by a small number of steps. The pre-school opens during school term times. Sessions are from 9.05am until 12.05pm, with an option of a lunch club from 12.05 to 1.05pm, Monday to Friday. In addition, sessions are available from 1.05pm to 3.05pm, Tuesday and Thursday. Children attend for a variety of sessions. There are currently 19 children in the early years age range on roll. 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. There are three staff employed to work with the children, two of whom, including the manager, hold an appropriate childcare qualification at level 3 and one member of staff holds a qualification at level 2. The pre-school 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:

- ensure that children are adequately safeguarded by obtaining new Disclosure and Barring Service checks for all committee members in a timely manner.

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

- enhance children's learning experiences further by extending partnership working with parents to include provision of more ideas for parents to extend children's learning at home
- strengthen and simplify the information gathered from parents when children first join to incorporate their interests and care routines.

Inspection judgements

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

Staff assess children's skills, knowledge and abilities accurately and use this information to plan how to improve children's progress. They do this through purposeful observations, flexible planning systems and regular assessments to monitor and track children's progress from their starting points. They then identify their next steps in learning. This helps staff to notice any strengths or gaps in learning so they may quickly implement strategies to keep those children moving forward. A good range of adult-led and child-initiated activities are offered to children. These provide children with a strong level of challenge, appropriate for their age and stage of development. Whatever their starting points, children make good progress at this pre-school and are well prepared for their next stage in learning. This is because staff place a strong emphasis on planning purposeful and developmentally appropriate learning experiences, both indoors and outdoors. They understand that specific children respond better to learning outside, therefore, they accurately plan rich and meaningful activities for the outside environment, to enhance all aspects of children's learning. For example, staff provide chunky chalks and an easel outside to encourage children to develop their early writing skills. As a result, they demonstrate a positive attitude towards writing as they begin to experiment with marks on the ground, such as arrows and lines to create a track for the ride-on bikes.

Staff have a good level of expertise to teach children a variety of skills in the three prime areas of learning and in literacy and mathematics. For example, children develop an increased understanding of the world as they work with staff to plan appropriate questions to ask the vicar, prior to a visit to the local church. Staff are excellent role models as their enthusiastic and fun nature motivates children to have a go at asking their planned questions. Consequently, children's self-esteem is enhanced as they become more confident towards less familiar people. Daily circle time provides children with ample opportunities to speculate and test their ideas through trial and error. For example, staff ask open-ended questions to challenge their critical thinking and understanding of mathematical concepts. They encourage children to plan a sequence of movements to programme a remote-controlled toy. As a result, children successfully manage to navigate the toy to different destinations on the treasure map and cheer with delight when they succeed. Children select the hand-held metal detectors to search for buried treasure in the sand. They develop increased physical control of their movements as they slowly hover them over the sand. They listen in anticipation of the 'beeping' sound, alerting them to dig for the treasure. This supports children's curiosity for learning. Staff reinforce children's understanding of shapes as they encourage them to make comparisons between the different shaped treasure they find. Children count the number of sides to each piece and use names, such as 'octagon' and 'hexagon', to describe them accurately. Staff also support children who are learning to speak English as an additional language. They learn key words in children's home languages and help children to understand the pre-school's routine using photos of key events and activities. In addition, they appreciate the languages spoken by children's families as they sing songs in children's home languages. This helps them to make good progress in their learning in line with their peers. Children learn about different cultures and traditions as they celebrate a range of festivals throughout the year that acknowledges the diversity of children attending the pre-school.

Staff consult with parents at the start of a placement to determine children's starting points. They ensure that parents are kept informed of their child's progress through regular reviews, parents' consultations and daily verbal updates. In addition, parents

complete an 'All about me' form. This enables the child's key person to get to know their key children's capabilities well. However, there is scope to improve the information gathered from parents to clearly identify children's interests and care routines. This will enable staff to take into account children's interests to effectively plan activities that are tailored to children's individual needs. Staff warmly welcome parents into the pre-school to take part in a range of activities with their children. This encourages parents to take an active role in their child's development. Staff keep parent's well informed of their child's next steps in learning. However, practical ideas to support parents in shared home learning are not fully explored.

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

Throughout the pre-school a high priority is placed on children's personal, social and emotional development. This contributes to children feeling relaxed, content and secure in their surroundings. The key person system works very well and secure attachments develop between all children and staff. Consequently, children display close relationships with staff and other children. For example, children enjoy recalling past experiences with their key person as they look through the pre-school's photo album together. As new children settle in, parents are invited to spend time with their child in the pre-school. Parents feel this works well and feel very welcome in the pre-school and part of their child's learning. Children are happy and playful, developing their sense of self and showing age-appropriate behaviour. Staff are positive role models and are consistent with their care. This means that children understand reasoning, boundaries and risks. Children's positive behaviour is further reinforced by pre-school rules, which children have contributed too. In addition, staff display individual speech bubbles around the room to recognise children's achievements. Consequently, children's self-esteem is well promoted.

Children have access to a stimulating and well-resourced environment, which supports their all-round development and emotional well-being. A range of experiences and opportunities are provided for them to develop independence skills and cooperation. For example, children are supported to pour their own drinks, prepare and serve their own food at snack time. In addition, they position their own paper on the easel ready for painting and dry and wash their own hands following creative activities. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet. Children gain an understanding of the need for physical exercise in the fresh air. For example, they enjoy free access in the outdoor area throughout the session and take part in weekly physical exercise sessions within the attached school gym. This means that they develop control and coordination of their bodies. In addition, running races on the school playing field and exercise on the trail provide good opportunities for children to learn about the effects of exercise. Children learn some appropriate safety messages, such as how to safely climb into the large cardboard box pirate ship and what to do in the event of a fire. However, they are given a false sense of security as vetting procedures for committee members are inconsistently implemented to ensure that children are fully protected.

Information is gathered from parents, such as specific dietary needs, medication and

comforters. This ensures continuity in children's physical and emotional well-being. Children are equally well prepared emotionally when they transfer into school. This is because children are familiar with some of the surroundings, such as the school gym. The school also include the pre-school within their nativity performances and other special occasions. Consequently, these experiences help children to gradually establish connections with the school, ready for their transition. In addition, organised visits are planned for children to visit the schools they will be moving to with their key person and school teachers come to see children in the pre-school. Children's profile's, safeguarding files and end of year transition reports are handed over to schools, with a copy to parents, to ensure teachers are aware of each child's individual needs before they start. As a result, there is a close partnership between staff and children's future teachers.

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

The leadership of the pre-school requires improvement as robust procedures are not yet in place to ensure that all the requirements of the Early Years Foundation Stage are met. This is in relation to a Disclosure and Barring Service check not being in place for a committee member within a timely manner. This is due to administrative errors. There is minimal risk to the children as committee members do not have unsupervised access to children. Robust systems are in place to ensure all staff working directly with children have appropriate checks carried out. The manager and committee team ensure they hold appropriate qualifications and are suitable to fulfil the requirements of their role and have had appropriate checks carried out. As the designated lead for safeguarding, the manager has a clear understanding of her role and responsibilities. She ensures all staff are well versed in what to do should they have concerns about a child. This means that children are effectively safeguarded and their welfare is monitored closely. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. There are clear and well understood policies and procedures in place for assessing risks to children's safety. For example, daily risk assessments are carried out by all staff to ensure areas accessed by children are safe and any hazards are quickly identified and removed. Children's safety is further protected when they go on outings, as staff complete separate risk assessments for these occasions.

The newly appointed manager fully understands her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. She demonstrates a strong drive to improve the pre-school and identifies, through consultation with staff, parents and children, areas for improvement. All recommendations from the previous inspection have been addressed. Recent improvements have included improving the security at the external gate to the pre-school. A clear development plan is in place, which shows how actions are identified to overcome any weaknesses. Ambitious plans for the future include, moving into a new purpose built pre-school building on the same school site, to provide a fresh and improved learning environment for children. Effective induction, mentoring and support procedures are in place for staff working directly with children. This ensures that staff benefit from opportunities to discuss any issues relating to children's development and well-being. Training needs are also discussed to enhance their

professional development. This improves their practice and promotes the interests of children. For example, as a result of recent training, staff have introduced 'talking boxes' to stimulate children's inquisitiveness and language skills as they explore the contents of each. The manager monitors planning and assessment well. For example, she makes effective use of supervision meetings with staff to discuss children's progress and consider individual strengths and weaknesses. This ensures children requiring additional support receive this at the earliest possible stage.

The manager has a sound knowledge and understanding of working with parents. A number of initiatives have been introduced to ensure parents receive good quality information about the day-to-day running of the pre-school. For example, an informative notice board contains a wealth of information and parents receive regular newsletters. Effective use is made of questionnaires to gather the views of parents as the manager analyses their responses and incorporates suggestions into the pre-school's development plan. Parents' comment positively on recent improvements made by the pre-school. They describe the pre-school as 'exceptionally well led and managed'. The staff are 'very engaging' and feel that their suggestions are listened to and acted upon. Arrangements are in place, should the need arise, for partnership working with external agencies so that children get the help and support they need to address their individual needs. There is also support from the local authority whom the pre-school works closely with. The manager has good links with other providers who deliver the Early Years Foundation Stage. For example, she attends network meetings. This enables her to share practice and introduce fresh ideas for children's learning.

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	221790
Local authority	Cambridgeshire
Inspection number	865972
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	15
Number of children on roll	19
Name of provider	Coton Pre-School Committee
Date of previous inspection	23/10/2008
Telephone number	07599975116

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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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