

Leighton Primary Pre-School

Leighton Cp School, Leighton, Orton Malborne, PETERBOROUGH, PE2 5PL

Inspection date	12/06/2014
Previous inspection date	18/03/2010

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

- Practitioners focus closely on planned intentions and offer children clear, concise teaching, aimed superbly at helping them rapidly progress to the next step in their learning.
- Children benefit from much active learning, with the choice of whether to spend time inside or out, allowing them to learn in the way that best suits their personality and disposition to learning.
- The development of children's communication and language skills is superb as practitioners speak clearly, offer simple explanations suited to children's developmental levels, and use targeted strategies to enable them to make outstanding progress.
- Children's behaviour at the pre-school is exceptionally good. They show kindness, care and respect for one another and the positive atmosphere and firm boundaries set by practitioners encourage their happy, relaxed approach.
- Safeguarding is given the highest priority in the pre-school, and practitioners undertake annual training to ensure their knowledge remains up to date. This ensures that children's welfare and well-being are fully promoted.
- Key persons develop warm, friendly relationships with children's parents, sharing daily conversations with them and offering them support, advice and guidance, which benefits children greatly and supports their learning.

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 compulsory part 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 pre-school and talked with practitioners.
- The inspector viewed the indoor and outdoor learning environments.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners, and a range of other documentation, including the safeguarding procedures.
- The inspector spoke to parents to take account of their views.
- The inspector reviewed the provider's hardcopy self-evaluation form.

Inspector

Deborah Hunt

Full report

Information about the setting

Leighton Primary Pre-School was re-registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated within Leighton Primary School, in the Orton Malborne area of Peterborough, and is managed by the school governing body. The pre-school serves the local and surrounding areas, and is accessible to all children. It operates from a purpose-built room within the school and there is a fully enclosed area available for outdoor play. The pre-school also have access to the school playground, field and pond area. The pre-school opens Monday to Friday during term time only. Sessions are from 8.55am until 2.55pm. Children attend for a variety of sessions. There are currently 31 children on roll, all of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. They support children with special educational needs and/or disabilities. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, two hold a qualification at level 3 and one holds a qualification at level 4.

What the setting needs to do to improve further

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

- continue to explore all avenues to encourage all parents to engage further in their children's learning experience within the pre-school and at home.

Inspection judgements

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

Children are highly motivated, enthusiastic learners who take full advantage of the stimulating, innovative activities on offer. Their innate willingness to learn is superbly supported through the inspirational teaching offered by practitioners. Children are highly respected as individuals in this inclusive pre-school. Practitioners demonstrate a superb knowledge and understanding of each child's specific learning needs. Thorough discussions with parents, as children begin attending, enable practitioners to gather comprehensive information to ensure that each child begins learning right from the start. This begins the successful, ongoing dialogue that takes place with many parents, throughout children's time in the pre-school, supporting their learning both in the setting and at home. However, some parents remain reluctant to engage, despite the pre-school's efforts, which lessens the consistency of learning for these children. Practitioners carefully monitor children's ongoing progress. They focus closely on planned intentions to offer children clear, concise teaching, aimed superbly at helping them make rapid progress to the next step in their learning. Early each day, children participate in two short, focused key group sessions, which ensures that children can then enjoy uninterrupted, self-directed play. These sessions target the development of children's communication and

language skills and allow them to work towards individual goals. For example, children enthusiastically use new vocabulary as they name the 'aye aye' and 'okapi' during an activity about African animals. They recall the names of other animals they saw yesterday, such as a 'pancake turtle'. Practitioners work incredibly hard to help them gain new skills, such as how to successfully throw and catch a ball. The clear, simple delivery of language, pitched at children's individual developmental levels, enables them to absorb new knowledge easily. High quality teaching ensures children are prepared exceptionally well in readiness for their next stage in their learning, such as starting school.

Key persons plan superbly for children's next steps in their development as they pay infinite attention to the inclusion of their thoughts, ideas and interests in activities offered. For example, they create a 'computer screen' showing African holiday destinations to further develop children's understanding of the country and take account of their interest in holidays. Children relish visiting the 'travel agent' with the individual passports they have made and book holidays in exotic, sunny destinations. Other children peer through binocular 'goggles' they have created as they search for safari animals. Learning journals are used daily, and are collated as professional records of children's progress to support their continued learning. These comprehensive records provide an excellent account of children's time in the pre-school and are regularly shared with parents, to show the rapid progress they have made. Artwork and photographs are separately held in a scrapbook and given to families as children leave. Parents regularly contribute to their children's assessments through the verbal sharing of observations from home. An annual report is sent home, summarising the progress children have made, evidenced by practitioners' concise, ongoing observational assessments. The pre-school also ensure they involve parents in the progress check for children between the ages of two and three years. They also provide a brief written summary for parents of what each key person will be doing with their children each day. Parents are encouraged to complete simple activities with their children at home, and the setting share recipes, books and individual next steps in learning with them.

An excellent range of resources are organised to help children develop as independent, curious learners. They move freely between the indoor and outdoor areas and self-select resources to support their play. For example, children access the tap to fill their watering cans before watering the flowers and vegetables they have planted. A practitioner nearby, helping a group of children feed the birds, enlists their help to fill the water tray for the birds. Children learn about early mathematics as they discuss the 'half full' and 'empty' feeders. Children work cooperatively and chat about how they help the birds by providing food for them and how plants, birds and animals all need water to live. Incidental learning like this is seen throughout the pre-school and demonstrates how practitioners make the most of every opportunity to extend children's learning. Children become deeply involved as they select brightly coloured paints from the easel to create a detailed painting of a person. Defined use of colour creates a bright, carefully completed image and children share the different coloured paints happily. Younger children explore the environment at their own pace, learning to solve their own problems. For example, they notice how wet they become during water play and decide they need to put on aprons to stop this happening. Older children are strongly encouraged to make their own decisions, superbly supported by practitioners who know how best to prompt each child. They ask open-ended questions to enhance their thinking skills and give children space and time to

consider their responses. Practitioners work very effectively with other professionals and children's families, to fully support children's development. Children gain an excellent understanding of diversity and a positive appreciation of other people subtly through their play, discussions with practitioners and activities offered. For example, during a 'music week' children are treated to a visit from professional musicians, listen to African drummers and paint to the differing rhythms of classical music.

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

The exceptional key-person system means that practitioners get to know children and their families extremely well. They develop a deep appreciation of children's backgrounds, strengths and interests, which enables them to promote their well-being to an inspiring standard. Children's emotional development is carefully and sensitively promoted as they develop warm, secure and trusting relationships with practitioners. As a result, children settle easily and relish their time spent in the pre-school. They feel safe, respected, valued, display high levels of confidence and self-esteem as practitioners skilfully teach them to recognise their strengths and abilities. For example, they enjoy humorous, chatty conversations with their key persons and show pride in their achievements. The friendly, daily interaction between practitioners and parents ensures that changing needs are consistently met. The pre-school works closely with parents to find out about children's health and dietary needs and keeps them appropriately informed about any accidents. Children and practitioners enjoy easy, relaxed relationships and share precious moments together as children discover new wonders. For example, a child watches a caterpillar in wonder as it crawls across an apple tree leaf and comments that it will 'turn into a butterfly but has to be a chrysalis first'. Children learn to work cooperatively with their peers as they decide who will hold the funnel and who will pour the water into the jug, sharing the responsibility so that they each have a turn. Children's work is attractively displayed on boards around the room, and children see their birthdays and names, which encourages an excellent sense of self and belonging. Relationships with the host school are superb and bring children huge benefits. For example, they join the school for a whole school enrichment day, when they build a Viking dragon boat. In the summer term, children moving up to school get to spend an hour, one afternoon each week in the reception class. Children who move on to other schools are equally well supported as their new teachers visit or they go to see their new school. Children learn skills which contribute to their school readiness, such as answering the register as they do in school and bringing in physical education kits to change into. Such activities support them to achieve a smooth transition into school when the time comes.

Practitioners offer children warm, responsive, nurturing care generating a highly positive atmosphere within which children thrive. Every aspect of children's spiritual, emotional, moral and social development is given high priority consideration, to ensure they grow into responsible, positive individuals. Children are offered extremely clear, consistent boundaries to help them learn how they and practitioners would like to be treated. Good manners and caring, considerate behaviour are routinely encouraged and children show respect for one another and their environment. Their needs are consistently met and practitioners offer them frequent praise and acknowledge their progress and achievements. Children's developing awareness of how to lead a healthy lifestyle is

superbly promoted. Practitioners encourage them to plant peas, broad beans and runner beans, which they tend and eat once fully grown. Children love to pick the pea pods and taste the fresh peas inside. The pre-school follow the 'Eat better, start better' initiative and offer children a healthy selection of fruit and toast for their morning snack. Parents are encouraged to provide their children with healthy packed lunches, and practitioners encourage children to eat their savoury foods first. They sit with children as they eat, discussing the benefits of eating healthy foods and why some foods should be less frequently eaten. Children visit a local pizza restaurant, where they make their own pizza dough and base, adding toppings of their choice. They talk about the relative healthiness of different toppings and have fun eating the pizzas after they have been cooked. Children make fruit kebabs, savoury wraps, home-made pasta and tomato sauce and fishcakes. Additionally, they learn about the benefits of being physically active. Children are thrilled to be outside in the early sunshine as they enjoy their daily dance session, performing enthusiastic actions to a favourite song. They use the school's timber trail and field and love to climb on the safari truck in their outdoor area. They learn about personal safety as practitioners discuss with them which are the safest places to climb and they know certain resources cannot be used when it has rained. Such activities offer children opportunities to experience calculated risks and provide excellent physical challenge.

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

Practitioners have a robust understanding of their responsibilities in meeting the learning and development requirements. Extensive strategies are in place to safeguard children, strengthened by very secure relationships with families and other agencies. All practitioners receive annually updated training to ensure practice remains current and have an excellent understanding of local safeguarding procedures. Safeguarding is a regular agenda item for both team meetings and supervision meetings. Most of the current staff team have been in post for the past eight years, the newest member for five years, providing children with a stable and secure framework within which to play and learn. Rigorous recruitment and vetting procedures help ensure that children are only cared for by those suitable to work with them. Thorough induction procedures are meticulously applied to ensure practitioners have a clear understanding of their roles and responsibilities. The proactive approach to continuous professional development means practitioners frequently access training to further enhance their skills and improve practice. Dynamic leadership and management of the pre-school results in innovative educational programmes, delivered by skilful, experienced and dedicated practitioners. The manager and her team consistently reflect on their practice and pursue excellence in all that they do, offering children a memorable time during their pre-school years. Self-evaluation and reflective practice are embedded and are routinely used by the pre-school team. They continually assess their strengths and areas for development at regular team meetings. These measures, together with their dedication and professionalism, provide ongoing and highly valuable tools to help enhance the care provided. The manager comprehensively monitors practice, providing instant feedback to facilitate immediate improvement and meaningful praise, is offered. During the daily pre-start team meetings, practitioners share ideas and constantly reflect on the needs of the pre-school and children as a whole.

Balanced risk assessments, which allow children to experience calculated risk, ensure they play in a safe and secure environment. The manager monitors these records on a regular basis to enable her to identify any emerging patterns or issues and take any necessary steps to address them. The thoughtful deployment of practitioners, both inside and outside, affords children the opportunity to explore and develop as autonomous learners. Practitioners are vigilant in their oversight of children and offer support whenever needed, while allowing them the freedom to investigate and become immersed in activities.

Partnership working with other professionals and agencies is effectively embedded and is used proactively to provide superb support for children with special educational needs and/or disabilities. The pre-school work hard to involve parents offering newsletters, surveys, parent consultations, regular reports and trying a wealth of other strategies. As a result of the most recent survey, they are introducing the use of social media to offer parents a new way to receive details about what their children have been doing. Additionally, they are planning to offer interactive sessions and regular play weeks to further enhance the relationships they build in support of extending children's learning. Practitioners display a very good understanding of the benefits of working closely together to meet children's needs. Parents speak very highly of the pre-school, saying their children make 'brilliant progress in the prime areas of learning' and they comment on how welcoming the team are to both children and parents.

The Childcare Register

The requirements for the compulsory 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	EY401493
Local authority	Peterborough
Inspection number	972780
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	31
Name of provider	Leighton Primary School Governing Body
Date of previous inspection	18/03/2010
Telephone number	01733232949

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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