

Fen Drayton Pre-School

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

Inspection date	24/10/2014
Previous inspection date	14/02/2014

The quality and standards of the early years provision	This inspection:	2
	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		2

The quality and standards of the early years provision

This provision is good

- Staff use varied teaching methods to engage children and support their learning and progress. They offer a wide variety of activities with interesting resources and special events to promote children's natural curiosity in the world around them.
- Staff develop very effective partnerships with parents to support children's sense of security and well-being. This means that children settle into pre-school and are ready to learn.
- Children's understanding of risk and safe behaviour is good. Staff help them by being good role models and by being consistent. This means children behave in ways that are safe for themselves and others.
- Staff have a good secure base of safeguarding knowledge, underpinned through training and up-to-date documentation. This enables staff to protect children from harm. The pre-school is well organised and effectively managed.

It is not yet outstanding because

- Staff do not always make the very best use of adult-led sessions to promote optimal learning appropriate for the whole group.
- Staff sometimes offer too much support to children and on these occasions, their opportunities to 'have a go' and develop their independence, are lost.
- The systems for monitoring the pre-school and for driving improvement are in their infancy and have not yet been fully embedded.

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 the main hall, small hall, the outside area and conducted a joint observation with the deputy manager.
- The inspector, committee, staff and children had wide ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, children's progress and self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector checked the evidence of suitability and qualifications of staff working with children and evidence of suitability of the committee.

Inspector

Alison Reeves

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 is situated in the village hall in Fen Drayton and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The pre-school opens term time 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. Children attend for a variety of sessions. There are currently 17 children attending, who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance children's learning by making sure the pace of adult-led group activities are appropriate for the needs of all children and by extending the use of props to include the counting and number tasks
- extend the opportunities for children to try things for themselves before offering practical assistance to promote their confidence and a 'have a go' attitude
- embed the systems for monitoring the effectiveness of the pre-school and sustain the drive for continuous improvement, in order to maintain the quality of the provision for children.

Inspection judgements

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

Children are making good progress in their learning and development because the staff have a secure understanding of how they achieve through play. Staff use their knowledge of the Early Years Foundation Stage to provide children with a range of interesting experiences that promote their skills across the seven areas of learning. They use a good range of teaching methods to engage children in activities. Staff observe children as they play and use the information gained to assess their level of development. They plan for their next steps in learning with further worthwhile and stimulating play opportunities. Staff use their assessment summaries to inform parents about children's progress and

encourage them to continue to share what they know about their children and the things they achieve at home.

Children enjoy their time at the pre-school. They get involved very quickly when they arrive, choosing to join in with making models from dough, pretending to be shopkeepers and making spooky pictures for Halloween. Children are learning to make the connection between letters and sounds and the printed word because staff plan effectively for this and spot opportunities when this can be included in their self-chosen play. For example, they make signs for the shop, sounding out the letters as they write with the children. This helps children to develop their pen control as well as their letter recognition skills. Children speak confidently and many are very articulate. They use speech to explain their ideas, for example, they describe how they are casting spells in their fairy game, turning the children into babies. Staff use some innovative techniques that fill children with a sense of anticipation during group time. Children cannot wait to see what is in the box as staff reveal the props for the songs. This particular teaching method helps aid children's concentration. However, activities are sometimes too long and lack the pace necessary to sustain all children's interest.

Staff are helping children to develop their mathematical skills. They encourage children to count, order and sequence. In the outdoor area, children enthusiastically build a tall tower with blocks. They use their mathematical knowledge to explain about the structure, what might happen if they make it taller and compare it to their height and that of things around them. Children are keen to share stories. They delight in listening to staff as they read to small groups. Staff help children to share what they know as they look closely at the pictures and predict what might happen next. Children show good levels of concentration and a love of books. Staff use the natural environment successfully to teach children about the world around them. Children enjoy visits from a vet and the lambs, learning about how to care for them and they are looking forward to a visit from the piglets. They are motivated learners, who are developing good skills to support their future learning in school.

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

Children settle well into pre-school. Staff quickly get to know children and their families. This ensures effective and supportive partnerships to help children to feel confident and secure. Parents comment on this aspect of the pre-school as being particularly strong and a contributing factor in how well their children make progress. Children behave well because staff set clear boundaries and use consistent strategies to successfully reinforce their understanding.

Children are very active. Staff make effective use of the indoor and outdoor space to promote a healthy lifestyle. Children get plenty of fresh air each day. Staff promote children's enjoyment of the outdoors by offering interesting activities that they want to do. Here, children build, ride wheeled toys and sit together for stories. Children develop their understanding of health and hygiene because staff use both direct teaching and robust routines to help them to establish healthy habits. Children eat well, enjoying both fruit and an occasional birthday cake treat. They explain confidently how they wash their hands

before eating to get rid of germs to keep clean.

Children have a good understanding of safety and demonstrate how they move carefully inside. Outdoors, they negotiate obstacles skilfully. Children explain how a tower of blocks may topple over if they build it too high and that this could be dangerous. They are generally very independent; they manage their clothing well, capably pour drinks at the snack table and make decisions about their play. These are all key skills essential for the next stage in their learning. However, there are occasions when staff offer support a little too quickly and this prevents children from trying things for themselves.

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

Staff at the pre-school have a very secure understanding of the Early Years Foundation Stage. They successfully fulfil their responsibility for meeting all the safeguarding and welfare requirements. The committee members have also developed a secure knowledge and understanding and this enables them to offer a good level of support to staff. Staff's knowledge of child protection procedures is secure and they have the support of the skilled committee in ensuring the safety and well-being of all children. Experienced staff and the new committee implement robust procedures for checking and monitoring suitability. Staff attend regular training to keep their knowledge and skills up to date. Committee members understand the process for recruitment. They clearly explain how they ensure a thorough checking and induction procedure for any new staff. Children's safety is promoted effectively because staff risk assess activities and the premises, removing hazards and supervising them closely.

Staff and the committee monitor the educational programme and children's progress towards the early learning goals. They reflect on the success of activities and try to come up with new and interesting ideas. Staff attend regular training sessions to keep them informed about current practice and this has a positive impact on the quality of teaching. The committee have also engaged in some training to strengthen their skills and knowledge of the framework. There is greater involvement of the committee in helping to secure improvements. Since the last inspection, the committee have improved their knowledge of the requirements. They have increased their involvement in evaluating the provision for children, have worked to support staff through regular supervision sessions and are assisting in communicating with parents. As a result, the pre-school committee is meeting all requirements and is running more smoothly and efficiently. These improvements are at an early stage of implementation and require continued monitoring to ensure they are fully embedded in practice.

Staff work well with other professionals and they have established very successful partnerships to support children and their families. They have good connections with the local school and this eases children's move into the Reception class. Parents are very supportive, they express their tremendous respect and appreciation for the staff. Parents think very highly of them and they praise the care children receive. They say that one of their key reasons for choosing the pre-school is that 'staff really get to know each child'.

This helps to ensure good communication of vital information to promote children's continuing good progress towards the early learning goals.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962619
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	17
Name of provider	Fen Drayton Pre-school Committee
Date of previous inspection	14/02/2014
Telephone number	01954 230311

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

