

Alconbury Community Pre-School

The Memorial Hall, School Lane, Alconbury, Huntingdon, Cambridgeshire, PE28 4EQ

Inspection date	27/11/2014
Previous inspection date	16/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 and, on occasion, outstanding. Staff skilfully challenge children's thinking by posing open-ended questions and giving them time to respond. As a result, children are engaged and motivated to learn.
- Staff work well with parents and take time to get to know each child. This supports children to settle in, feel secure and form warm attachments with their key person.
- Children are safe and secure on the premises because staff give high priority to safety and fully understand their roles and responsibilities to safeguard children.
- Staff manage children's behaviour well. Staff are consistent in their approach and support children to understand risk by offering clear explanations. As a result, children know how to help keep themselves safe.

It is not yet outstanding because

- There are a limited range of resources to promote children's learning in the outdoor play area, for example, children do not always see print outside to consolidate and further develop their literacy skills.
- There are fewer opportunities available for children who speak English as an additional language to further develop their language skills, because they do not consistently see print in their home language in the environment.

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 had a tour of the premises.
- The inspector observed activities in the play room and the outdoor play area.
- The inspector shared a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Claire Stevenson

Full report

Information about the setting

Alconbury Community Pre-School was registered 2003 and is managed by a voluntary committee. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Memorial Hall in Alconbury in Cambridgeshire. The pre-school serves the immediate locality and also the surrounding villages. The pre-school operates from one room of the building with access to the main hall. Children have access to an enclosed outdoor play area. The pre-school is open Monday to Friday from 9am to 3pm, term time only. Children attend for a variety of sessions. There are currently 29 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for three- and four-year-old children. The pre-school supports children who speak English as an additional language. There are currently five staff working directly with the children. Of these, three hold an appropriate early years qualification at level 3, one member of staff holds a qualification at level 5 and one member of staff is unqualified. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- further support children's development across all areas of learning in the outdoor play area, by broadening the range of experiences and print available to provide a highly stimulating environment
- build on the already good range of print in the indoor environment to fully reflect the languages of all children that attend the pre-school, so that they can further develop their understanding of their home language.

Inspection judgements

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

The quality of teaching is consistently good and, on some occasions, outstanding. Staff foster and nurture children's curiosity and thinking skills, for example, during a visit to the church, staff and children talk together about the width and height of the door and what it is made from. They use descriptive language, such as 'tall', 'wide', 'high', 'heavy', 'large' and 'tiny', extending children's range of vocabulary and consolidating mathematical concepts. They look at the difference between the sizes of the church door key compared to the pre-school key. Children are encouraged to see if the pre-school key fits the church lock. They eagerly discuss the colours and shapes in the stained glass windows. Children are supported to learn together and from one another developing their social skills. Staff tune into children's interests effectively and listen carefully to what children are saying.

Consequently, children are keen to talk about what they are doing and enjoy spending time with staff. Staff extend children's learning through the use of a range of highly effective teaching strategies, for example, they engage naturally in conversation with children throughout the day as they describe and draw children's attention to things. They skilfully challenge children's thinking by posing open-ended questions and giving children time to respond with their thoughts and opinions. As a result, children are developing the key skills needed to support their future learning, preparing them well for school when the time comes.

Children's starting points are identified using information from parents obtained on entry to the setting and through observations made by staff during the settling-in period. Ongoing observations, focused assessments and regular tracking of children's development enables staff to plan specifically for each child's next steps in learning. Staff accurately assess children's abilities and plan suitably challenging experiences to extend learning and development. They build on children's current fascinations by incorporating them in to planned and spontaneous activities. Children who speak English as an additional language are appropriately supported. Staff obtain information about their home language and support them effectively in their development of the English language. All children are engaged and motivated to learn and, therefore, are progressing well towards the early learning goals. There is a good range of numbers and letters displayed at child height, particularly in the indoor environment. This supports children's understanding that print carries meaning, developing their literacy skills. However, the range of print does not support children who speak English as an additional language to consistently develop their understanding of their home languages and extend all children's awareness of different types of print. Staff complete the progress check for children aged between two and three years in collaboration with parents.

The organisation of the environment supports children to be active and independent learners. Toys and resources are accessible to all children in low-level storage units to enable them to choose freely from. Children take part in a wide range of activities and can choose to play indoors or outdoors, however, there are fewer resources available to offer breadth and depth across all areas of learning in the outdoor play area. Staff make excellent use of the local community as they regularly go for walks, visit the local church and post letters. Whilst out on walks, staff talk with children about the things they see, such as the doctors and the school. This helps children to become familiar with their local community.

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

The key-person system is implemented effectively. This develops children's confidence and provides a secure base for them to explore and develop their independence. Staff respond sensitively to children and form secure emotional attachments. This supports children during the settling-in process, helping them to feel secure and form good relationships with their key person, promoting children's emotional development. Staff know the children well and show a comprehensive understanding of each child's unique needs. This means that staff tailor both learning and care to meet each child's individual requirements. As a result, children are happy, confident and settled in the pre-school environment. The

key person works together with parents and shares record keeping to ensure that all children are supported in reaching their full potential. In addition, staff have established effective links with other local providers and schools. The children have the opportunity to visit the school and meet the reception teachers. Liaison with the school is well established and extends throughout the year, for example, by organising visits to church to join in celebrations together. Consequently, continuity in children's care and learning is fully achieved and children are prepared emotionally for the next stage in their learning.

Staff manage children's behaviour well. They offer clear explanations to help keep children safe, for example, staff remind children to walk carefully along the church path as it is slippery because of the rain. During the walk to the local church, staff promote road safety awareness with children reminding them to stop, look and listen before crossing. As a result, children are developing an understanding of how to keep themselves safe. Strategies are used consistently by all staff to help maintain a safe play environment, for example, children know that when staff raise one hand in the air they have to stop and listen. Consequently, children's behaviour at the setting is good. Staff are excellent role models and support children well to play cooperatively and engage in activities with others. As a result, children are able to play confidently alongside one another and have formed friendships.

Staff promote healthy practices by reminding children to wash their hands at relevant times and encouraging children to manage their own basic hygiene and personal needs, such as using the toilet independently. There are hand-washing picture sequences displayed at child height to reinforce good hygiene practices. On arrival children self-register by finding their name card and placing it on a registration board and they then hang up their coats. This helps children with letter and name recognition and encourages them to manage themselves further developing their independence. Fresh drinking water is readily available for children to self access. Children have plentiful opportunities to be physically active at the setting, for example, outdoors they have access to a slide, hoops, balls and trikes. However, there is scope to enhance the outdoor area by offering a greater range of play experiences to support children's development in other areas of learning.

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

The management team and staff have a good understanding of the requirements of the Early Years Foundation Stage. Children are safe and secure on the premises because staff give high priority to safety and fully understand their roles and responsibilities in safeguarding children. Staff confidently share the setting's safeguarding procedures and have a secure understanding of what to do if they have concerns about a child in their care. Steps are in place to prevent unauthorised access to the setting. Visitors are asked to sign in and out and their identification is checked. There is an established mobile phone and camera policy and procedures in place. Therefore, children are protected from harm.

The manager works directly with the children and, therefore, has a good overview of the educational programme offered on a daily basis. This ensures they have depth and

breadth and are meeting the needs of all children. The manager also monitors the progress all children are making through the use of the setting's tracking system. Staff receive ongoing support through purposeful one-to-one supervisions. They are supported to access further training courses to strengthen the development of the setting. Self-evaluation is in place. Staff continually reflect on practice and have action plans in place to drive improvement at the pre-school.

A key strength of the pre-school is the strong relationship between staff and parents. The setting have a good range of ways in place to provide families with information, for example, there is a parent display board in the entrance, newsletters are shared and a setting website has been established. All parents spoken to on the day of inspection commented that they are very happy with the setting. In particular, parents feel that staff make genuine warm attachments with their children and praise the team for their supportive approach. In addition, the staff understand the importance of working closely with other agency to secure timely interventions for children when appropriate.

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	EY251575
Local authority	Cambridgeshire
Inspection number	848367
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	29
Name of provider	Alconbury Community Pre-School Committee
Date of previous inspection	16/03/2012
Telephone number	07989105724

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

