

Coton Pre-School

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

Inspection date

08/12/2014

Previous inspection date

12/05/2014

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 have high expectations of children and provide challenges that effectively promote their development across the prime and specific areas of learning.
- Partnerships with parents and other professionals are very well established and are successful in making sure that children receive support and continuity of care and learning opportunities.
- All staff have a good understanding of their responsibilities for protecting children. Robust procedures, implemented in practice, in relation to safeguarding make sure children are safe and protected from unsuitable adults.
- The manager and staff are diligent in monitoring and reflecting on their practice. This attention supports the sustainability of the pre-school and the quality of the learning and development opportunities that are delivered.

It is not yet outstanding because

- Staff do not always maximise teaching opportunities relating to sounds and letters to support children's growing understanding of simple phonics to the very optimum.
- Staff do not always provide children with as many opportunities as possible to access natural materials and resources to further enhance their understanding and interaction with nature.

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 spoke with the manager, staff and children at appropriate times throughout the inspection. The inspector reviewed written acknowledgements from parents relating to the service offered by staff at the pre-school.
- The inspector reviewed documentation and carried out joint discussions with the manager in relation to making observations of the children's play, learning and progress.
- The inspector observed and talked about activities in all areas used by the children both inside and outside.
- The inspector looked at a selection of policies, procedures, training records and relevant documentation, including safeguarding records and suitability checks for the manager, staff and members of the committee.

Inspector

Lynn Clements

Full report

Information about the setting

Coton Pre-School was registered in 1992 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. 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 and there is an enclosed area available for outdoor play. The pre-school opens during school term times. Sessions are from 9.05am until 12.05pm, Monday to Thursday, with an option of a lunch club from 12.05pm to 1.05pm on Tuesday, Wednesday and Thursday. In addition, afternoon sessions are available from 1.05pm to 3.05pm, Tuesday and Thursday. Children attend for a variety of sessions. There are currently 15 children on roll in the early years age range. 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 further improve the quality of the early years provision the provider should:

- enrich teaching and learning opportunities for children, enhancing their exploration of natural resources both inside and outside
- enhance the already good opportunities for children to explore sounds and letters, extending their learning to the optimum.

Inspection judgements

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

Children acquire the skills, attitudes and dispositions, which they need to engage effectively in activities and organised learning opportunities. This is because members of staff initially take the time to talk to and learn from the parents or carers about what each child is capable of and where their interests lie. Staff use this information very well, in order to plan exciting learning environments both inside and outside. Children enjoy taking part, motivated by activities, which clearly draw on their imagination and encourage their participation, without fear of failure. Staff use a varied range of pertinent teaching methods. For example, they provide visual clues alongside the printed word, helping children of differing ages and abilities to develop their language for communication. In addition, they provide printed and pictorial labels on storage boxes to support the children

to increase their self-helps skills. This is because they are able to make independent choices about which toys or resources they wish to select and explore further. Staff use a good variety of teaching approaches to support each child's learning and development. For example, they provide props and use intonation with facial gestures while reading stories, which encourage children's participation and sustains their interest. Staff support children to develop their vocabulary as they introduce new words during play. Children are encouraged to explore sounds and letters. These opportunities help them to begin developing their simple phonic knowledge. However, staff understand that there are opportunities where they can further enrich the already good practice of linking of sounds and letters, expanding occasions for the children to use their developing understanding of the written word within activities.

All members of staff and the manager clearly understand how young children learn through play and exploration. They take the time to make purposeful observations of each child, which provides them with information about the progress they are making across the prime and specific areas of learning. Children's next steps for learning are identified clearly through secure assessment procedures. Subsequent planning provides clear information to all members of staff about the individual learning needs of each child in their care. As a result, they are able to work cohesively together to make sure that every child receives the support they need to embed learning and make good progress towards the early learning goals. All children are working very well within the expected age range, while some are clearly emerging into the next. This means that when they move onto school, they have the necessary skills, which they need to continue their learning and development.

The manager and staff make an effective team. This is because they spend time together, talking and reflecting on the ongoing learning needs of each child. Each child's progress is tracked clearly, in order to identify any gaps in learning. Those children, who speak English as an additional language, are supported well. Key words and the pictorial labels help to support communication. In addition, half of the staff have undertaken sign language training and use this effectively with all children. This provides another positive way to support communication across initial language barriers. Where any concerns are identified, staff work in partnership with the children's parents or carers and where necessary other early years professionals, to target and work towards closing these gaps wherever possible. Where this is not achievable, staff seek educational needs statements, in order that the particular child has the support they need in place, prior to moving onto school. Staff are motivated, well organised and competent. They plan exciting activities and learning experiences for the children both inside and outside. However, learning opportunities in the outside environment to enable children to explore an extended range of interesting natural resources are not maximised.

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

Staff know each child and their family extremely well. They use plenty of descriptive praise and positive encouragement, which enables the children to learn clearly and quickly how to please and succeed. As a result, they develop very good levels of confidence and self-esteem, which motivate and prepare them emotionally for the next stage in their learning.

Staff clearly understand about the importance of teaching children about the benefits of physical play and exercise. Children enjoy daily opportunities to move their bodies in differing ways, embedding skills, such as their hand-eye coordination and balance. They enjoy using wheeled toys, which challenge them to coordinate movement, as they learn how to pedal forwards and backwards. Children also learn about the safety of others, as they realise they need to check in front or behind before using the wheeled toys, in order to prevent collisions. Staff teach children about personal safety as they talk about using steps carefully and holding onto the rails to avoid slipping.

Staff are sensitive to the individual needs of each child. They use a good range of management techniques to support children to develop positive attitudes to each other. Behaviour is good as staff work consistently together, providing the children with clear and fair boundaries. Staff also encourage polite manners in all that the children do. Children share toys and resources, work, play in harmony together and collaborate well during their make-believe games and adventures. Staff organise a cafe-style snack bar, which the children access as they want, demonstrating that they are learning how to meet their own needs. Staff monitor younger children to make sure they remember to access refreshment to give them energy to play more. Staff clearly understand that all aspects of the children's day provide good learning opportunities. As a result, the organisation of incidental learning is taken to its optimum. For example, children learn about the importance of personal hygiene, such as washing their hands at pertinent times, for example, before sitting down to their snack. In addition, they build on their self-help skills as they make their own selections of snack and pour their drinks. Children clear away when they have finished leaving it tidy for the next person.

The organisation of the pre-school is good and as a result, children are supported in making their own choices and dealing with their own needs. Children learn about helping each other and members of staff. For example, when a child notices that the soap has run out, they confidently ask a member of staff for a replacement. This is found and staff take time to show the child how they can activate the dispenser, providing new learning opportunities, which build further on what they already know and can do. Toys and resources are stored conveniently at child-height, helping them to access what interests them. Attention to providing child-height, safe furniture enables the children to explore in comfort. The organisation of designated areas both inside and outside, allows the children space to investigate and play freely.

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

Since the last inspection, the members of the parent committee have revised their procedures for new committee members. They ensure that the required Disclosure and Barring Service checks for each new member are undertaken in a timely manner. This prevents any possible risks to children from potentially unsuitable adults. In addition, the manager has developed partnership working with parents and carers, providing them with easier ways to share initial information with pre-school staff about their child's developing knowledge and abilities at the time of placement. Staff have also devised helpful information enabling parents and carers to extend children's learning at home, for

example, providing them with copies of the songs, which they teach the children. The manager and staff have a very good understanding of their responsibilities in meeting the safeguarding, welfare, learning and development requirements. All staff and the manager have completed safeguarding and child protection training. They understand the importance of providing children with safe and secure environments. As a result, all areas of the pre-school, both inside and outside, are risk assessed. For example, while current building works are taking place on the school site, staff at the pre-school have organised an alternative entrance to keep children and their families safe. In addition, staff are very alert to any signs or symptoms of abuse or neglect. There are clear and fully understood reporting procedures in place, to make sure that any child protection concerns are dealt with efficiently. These systems ensure children's welfare is protected. Staff have high expectations of the children and provide challenges that effectively promote their learning. They monitor progress using tracking records and this enables them to identify where any additional support is required. This ensures that they minimise any gaps in learning and support good progress towards the early learning goals.

There are good systems in place with regard to the continuing professional development of staff. Their commitment to ongoing training enables them to develop their ideas and share practice in line with current early years views. As a result, activities and learning opportunities are dynamic and clearly help to capture children's imagination, in order to support positive progress and achievement. The manager takes time to review staff practice and interaction with the children. This makes sure that the quality of their approach and the subsequent teaching techniques, which they use, are good. Monitoring systems help to build on and extend good practice. Self-evaluation, in partnership with parents, carers and the children, is undertaken. They share their ideas through questionnaires and suggestions. This information is very much appreciated by the manager, staff and committee. It enables them to continually develop and improve their service, taking into account the changing needs of parents, carers and the children. The capacity for continued improvement is good. The manager and committee are currently involved in the final stages of their new, purpose-built pre-school on the school site. The aim is to provide children and their families with an up-to-date, sustainable childcare setting for the local and surrounding area.

Partnerships with parents and carers are good. Time is taken to provide social events and regular key-person meetings, enabling parents and staff to get to know and trust each other. In addition, the overall management of the pre-school is the responsibility of the volunteer parent and carer committee. Parents speak very highly of the staff and the subsequent opportunities their children enjoy. Recent written comments include how very pleased they are with the progress their children are making. In addition, they like the learning records, which they enjoy sharing and having the opportunity to comment in. Parents state that they are hugely appreciative of all the members of staff efforts and that their children love the pre-school very much. Partnerships with other providers are strong and purposeful. For example, relationships with the primary school are nurtured, as a result support children's eventual move into reception very smoothly. Staff in the pre-school are very experienced and have secure relationships with other local early years professionals, including local authority advisors and when necessary, special educational needs coordinators and speech and language specialists. These working relationships

enable the pre-school manager and staff to secure appropriate interventions in the best interests of the child and their families.

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	221790
Local authority	Cambridgeshire
Inspection number	976520
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	15
Number of children on roll	15
Name of provider	Coton Pre-School Committee
Date of previous inspection	12/05/2014
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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