

Elsworth Pre-School

Elsworth Primary School, Broad End, Elsworth, Cambridge, Cambridgeshire, CB23 4JD

Inspection date	15/01/2015
Previous inspection date	18/11/2008

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

- Practitioners provide an inviting and stimulating range of play materials and activities to engage children. Consequently, through their explorations and practitioner's skilful teaching strategies, children make good progress.
- Practitioners demonstrate a secure knowledge and understanding of all safeguarding procedures. Therefore, children learn in a safe environment.
- Practitioners have established an effective key-person system. They work in close partnership with parents to ensure that children's individual care and learning needs are identified and met.
- Managers effectively monitor children's learning and development to ensure that any emerging gaps are quickly addressed, so that they continue to make good progress.

It is not yet outstanding because

- Practitioners do not always provide adequate space for children to sit comfortably during story time. Consequently, their level of enjoyment and ability to concentrate is sometimes reduced, so that learning is not always maximised.

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 the pre-school and talked with practitioners, chair of the management committee and children.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners and a range of other documentation, including safeguarding procedures and self-evaluation evidence.
- The inspector took into account the views of parents spoken to on the day and as recorded in questionnaires.
- The inspector viewed all areas of the building and outside area used by the children.
- The inspector carried out a joint observation with the manager.

Inspector

Katrina Rodden

Full report

Information about the setting

Elsworth Pre-School first opened in 1976 and is run by a voluntary committee. It is on the Early Years Register. The pre-school operates from a mobile building in the grounds of Elsworth Church of England Primary School. There are currently 22 children on roll. The pre-school provides funded education for two-, three- and four-year-olds, and opens Monday to Friday, term time only. Sessions run each morning from 9am to 11.30am and on Monday, Wednesday and Thursdays afternoon sessions run between 12.15pm and 2.45pm. Lunch club runs on Monday to Thursday. Children attend for a variety of sessions. There are five practitioners, all of whom hold recognised childcare qualifications at level 2 or 3.

What the setting needs to do to improve further

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

- enhance the location of planned activities, in particular story time, taking into account the amount of space children have to sit comfortably.

Inspection judgements

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

Practitioners provide a wide variety of toys and resources that children freely access both inside and outside. By allowing children the choice of where to play, they learn effectively in well-resourced environments that are most suited to their interests and learning styles. For example, children play together to construct a house out of plastic blocks. They use a blanket to make a roof and work out that they need to secure it to prevent it slipping off as they crawl into their den. Practitioners support them to find suitable resources, such as, large pegs to help them. Practitioner's quality of teaching is good and they skilfully challenge and extend children's learning. They ask open-ended questions that allow children to predict outcomes, think through solutions to problems and stimulate further investigation. For example, they ask children what will help balls roll into a bucket at the end of a chute they have made out of guttering. Children think critically as they work out that they need to change the angle of the track to enable the balls to roll faster. Although children make good progress in the pre-school, there is scope for practitioners to further extend children's learning at story time by giving more consideration to the physical space used. Occasionally, children seem squashed as they sit together in a relatively small space. As a result, when children try to get comfortable, they do not always give their full attention to practitioners reducing their ability to learn most effectively. Practitioners consistently record children's achievements and progress as they play and learn. Through the information gathered, practitioners plan new activities based on developmental stages, so they can support children's individual learning needs. Practitioners confidently plan activities and themes based on children's interests which incorporate all areas of learning.

Practitioners encourage children to join in more structured activities to help prepare them for school. For example, children enjoy playing board games in small groups, learning to take turns. They show enjoyment giggling as they carefully collect fish in a net during a counting game. Children share resources, take turns and recognise their name printed on large cards used at snack time. They learn simple mathematics, how to cut with scissors and develop good pencil control as they form letters in their name. Practitioners promote children's speaking and listening skills by encouraging them to share news from home or bring in special objects to show for 'circle time.' Therefore, practitioners effectively support children to move to the next stage in their learning and are prepared for their subsequent move to school.

Practitioners gather information from parents to determine children's starting points in their development when they first begin to attend pre-school. This helps practitioners to identify any areas of development that need additional support. It also assists them to effectively plan activities that offer challenge, incorporating individual next steps and interests. Consequently, children continue to be supported to move to the next stage in their development. Practitioners establish good relationships with parents and carers and share ideas with them to extend their learning at home. Children are encouraged to take a small bear on special outings and trips with their families, so that they can talk about these significant events with their peers when they return to pre-school. Practitioners regularly share reports of children's development and achievements recorded in their individual learning logs with parents, so that they can see the progress their child has made.

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

Children quickly settle within the pre-school when they first start, making the move as easy as it can be. Practitioners are good role-models for children by showing them respect. They gently remind children of the rules; to be kind to each other, share and take turns. Children successfully self-select and use sand timers to assist themselves and their peers to manage turn taking. As a result, they behave very well within the pre-school. Practitioners maintain consistent boundaries that children understand and foster an environment in which they feel emotionally secure. In turn, they rapidly become children who want to learn, further supporting their good progress.

Practitioners have embedded an efficient key-person system within the pre-school. Through this, children quickly build up a trusting relationship with the adults who care for them. Parents and carers talk to the key person about specific care needs of their children, including dietary, learning or physical. Practitioners pass messages to childminders and other carers who collect or drop off children, so that communication channels remain open. As children prepare to move to school, the key person effectively passes information to the new setting about children's individual progress and specific needs. Early years teachers from the adjoining primary school and other settings children move to visit the pre-school during the summer term. Practitioners take children to visit their new classes. They take time to talk to children about moving and answer their questions and listen to their concerns. As a result, practitioners make the children's move to school as smooth as

possible.

Practitioners pro-actively encourage children to adopt healthy lifestyle choices. They teach children to thoroughly wash their hands and explain to them why this is important. Physical activity is encouraged to keep children fit. Practitioners support children to climb and balance on a wooden frame and negotiate obstacles, as they ride in large wheeled cars. By using these resources, children make good progress in their physical development and start to learn to take risks. Practitioners sit with children as they eat fruit snacks brought in from home and support children to pour their drinks. A lunch club operates to extend children's social skills and promote independence. Practitioners sit with them while modelling positive behaviour and healthy eating habits and talk with them about the importance of a balanced diet. Practitioners encourage independence as children are taught to dress in outside clothes, blow their own noses and tidy away toys.

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

Managers and practitioners understand the effective safeguarding procedures that have been established within the pre-school. Consequently, they understand what and how to report any child protection concerns they may have. Managers ensure all aspects of the safeguarding policy are followed. Managers confidently use appropriate methods to recruit new practitioners and ensure they are suitably qualified for the role they have been employed to undertake. They also ensure that practitioners and committee members are suitable to work and be in contact with children. Practitioners are fully aware of the importance to keep the pre-school secure. Hazards are minimised through comprehensive risk assessment and through daily checks. Children are taught how to stay safe from harm by considering where and how they use equipment and resources. As a result, children learn to play in a safe environment.

Managers ensure that all children's records are kept up to date and that tracking methods of their progress are easily accessible. Managers discuss children's progress in weekly team meetings and during one-to-one supervision sessions with practitioners. Through effective supervision, managers ensure practitioners identify professional development needs, so that their knowledge and understanding continue to shape the teaching and care they provide to all children. For example, practitioners have recently attended a course on 'schemas' to enhance their already good knowledge of how children learn. Through this, they continue to support children in the most effective way. The management team acknowledge the importance of self-evaluation and strive to make improvements. Parents are sent regular questionnaires about the care and education their children receive and to give ideas for future development. For example, through parent's requests, an additional afternoon session has been added to the existing timetable.

Partnerships with parents, other settings and external agencies are very strong. Speech and language therapists visit the setting when needed to give ideas and advice to managers and practitioners. Managers actively seek support from other agencies and professionals when the need arises. Therefore, when gaps in learning are identified, practitioners can promptly put strategies in place, so that no child's progress falls behind.

Parents are supportive of the care and education children receive. Those spoken to at the time of the inspection expressed praise for the commitment that managers and practitioners give to ensure that children progress well.

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	221776
Local authority	Cambridgeshire
Inspection number	865967
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	22
Name of provider	Elsworth Pre-School Committee
Date of previous inspection	18/11/2008
Telephone number	07951 532738

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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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