

# Earith Pre-School 7

The Earith Community Organisation Building, Earith School Grounds, School Road,  
Earith, HUNTINGDON, Cambridgeshire, PE28 3QB



## Inspection date

16 January 2015

Previous inspection date

13 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The progress check for children aged between two- and three-years-old is not carried out to support their development and identify any areas of delay.
- The new management team has not developed a secure understanding of its responsibilities. Consequently, monitoring of the quality of the provision is not assured and a legal requirement is not met.

### It has the following strengths

- Children are safeguarded well and protected from harm because staff understand the procedures to follow if there are concerns about children's safety.
- Children and staff have very good relationships, enabling children to play confidently and enjoy their learning.
- Children's imaginative play is well-supported by plentiful resources that reflect their current interests.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the progress of all children is reviewed when they are between two- and three-years-old to identify their strengths and any areas of delay in order to provide targeted support for their future learning.

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

- develop the management team's understanding of their responsibilities that relate to the safeguarding and the learning and development requirements of the Early Years Foundation Stage
- develop the evaluation of the provision to more effectively prioritise and address the areas for improvement.

## Inspection activities

- The inspector observed the children at play indoors and outdoors.
- The inspector spoke with a representative of the management committee and the acting manager about staff recruitment and training, self-evaluation and the monitoring of the provision.
- A range of documentation was examined, including staff suitability checks, some policies and procedures, children's development records and information from parents.
- A number of parents were spoken to gather their views on the quality of the provision.
- The inspector spoke with staff about their teaching skills and the day-to-day operation of the setting.

## Inspector

Veronica Sharpe

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff are qualified and experienced. They have good teaching skills and plan activities children enjoy. Resources are well-organised and easily accessible to enable children to make independent choices. Staff observe children and know them well. Activities support children's interests and they enjoy their learning. However, the progress check for children between two- and three-years-old is not carried out, which is a legal requirement. As a result, children's strengths and areas for development are not accurately assessed. Staff support children's language skills appropriately so they are prepared well for school. Children have plenty of books and have frequent opportunities to share stories with staff. Parents provide information from home and speak to their key person often; this enables them to be involved in their children's learning. Staff are developing their skills to support children with English as an additional language. They work well with parents to find out key words and ask about children's development in their home language.

### **The contribution of the early years provision to the well-being of children is good**

Staff sensitively support children's settling-in, providing them with plenty of reassurance. Parents provide good information to ensure staff understand children's individual needs. The pre-school prepares children for school well by arranging visits and sharing in school activities. Staff encourage good behaviour and teach children effective sharing techniques, such as the use of timers. Children show a good understanding of personal hygiene and independently wash their hands appropriately. Snacks consist of varied fruits and breads to support healthy eating. Children prepare their own foods using suitable knives safely. Continuous access to the outdoor area means children benefit from plenty of fresh air and exercise. They use wheeled toys confidently and expertly navigate obstacles. A covered area enables children to play outdoors comfortably in all weathers.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The pre-school has experienced a period of change; there is a new manager and management committee. Following this, an extensive action plan for improvement has been developed. New initiatives have been implemented, such as new online observations and supervision meetings for staff. However, the action plan does not accurately focus on priorities. Additionally, the new committee has not developed a thorough understanding of the requirements for the Early Years Foundation Stage. This has resulted in a legal requirement not being met. Staff recruitment is thorough and ensures all necessary checks are taken up on staff and committee, which helps to protect children. Parents are positive about the pre-school and say they are well-informed in regards to activities and events. There is a good partnership with the host school, which reports favourably on children's skills when they enter Reception. Links with the children's centre and other agencies helps the pre-school to provide support for children with special educational needs and/or disabilities.

## Setting details

<b>Unique reference number</b>	221818
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	865980
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Earith Pre-School 7 Committee
<b>Date of previous inspection</b>	13 February 2009
<b>Telephone number</b>	01487 8414 78 (8am to 12 noon)

Earith Pre-school 7 opened in 1970 and operates from a purpose-built building in the grounds of Earith Primary School in the village of Earith, Cambridgeshire. It is a registered charity managed by a committee of parents. Opening times are Monday to Friday, from 9am until 1pm, during school term time. On Tuesday, Wednesday and Friday the pre-school is open until 3pm. On Thursdays during the summer term the pre-school has an afternoon session for children who start school in September. The pre-school receives funding for eligible three- and four-year-old children. There are six members of staff employed to work with children. Of these, one holds a qualification at level 5 and the rest hold qualifications at level 3.

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