

Glinton Pre-School Playgroup

Peakirk Cum Glinton Primary School, Rectory Lane, Glinton, Peterborough,
Cambridgeshire, PE6 7JW



Inspection date

16 January 2015

Previous inspection date

14 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good. Staff plan for and assess children's development accurately. As a result, all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, are making good progress in their learning and development.
- Children are protected from harm because staff are knowledgeable about how to implement the setting's safeguarding policies and procedures.
- Children are encouraged to manage their own personal needs and develop their self-help skills, preparing them well for when they move on to school.
- Partnerships with parents, external agencies and other providers ensure that children's needs are met and that timely intervention is secured to make sure they receive the support they need.

It is not yet outstanding because:

- Large group times do not always fully engage younger children at an appropriate level for their next steps in learning. Therefore, they are not getting the most out of the experience to target their emerging needs.
- Opportunities for children to build on their interest in books are not always embraced in all areas of their play.

What the setting needs to do to improve further

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

- review the organisation and purpose of large group times to ensure all children, particularly the youngest, fully benefit from the learning experience offered
- increase the opportunities for children to see and use books in the environment, for example, by displaying relevant fiction and non-fiction books alongside activities, so that children can refer to them in their play to further extend their literacy skills.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities and the quality of teaching in the indoor and the outdoor learning environments.
- The inspector conducted 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 and the provider's procedures for self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Claire Stevenson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff observe regularly and make accurate assessments of children's learning, including the progress check for children aged between two and three years. This means that staff effectively target support where it is needed. Therefore, children are well prepared for the next stage in their learning. During the course of the pre-school session, all staff and children sit together for a planned group activity. Occasionally, the size of the group and the length and complexity of the session does not fully engage younger children. As a result, they lose interest and are not motivated to learn. Staff share books with children and show them how to turn pages correctly, supporting them to handle books carefully. However, there is scope to increase children's use of books alongside activities to strengthen their early literacy development. Children enjoy water play outdoors and cooperate as they fill containers together. Children are developing muscle control as they skilfully pour water down guttering attached to the fence. Children's mathematical understanding is developing well because staff take every opportunity to count with them, for example, as they ensure there are enough plates at snack time.

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

An effective key-person system helps children to settle quickly and feel confident in the setting. Children are independent learners as they freely choose toys and resources from low-level storage units. Children have plentiful opportunities to be physically active, for example, outdoors they spend time digging in the large sand pit and joining in with parachute games. The pre-school provide puddlesuits so that children can play outdoors in all weathers. At snack times, children and staff discuss fruit and vegetables, promoting positive attitudes to healthy eating. In addition, there is a vegetable patch available outdoors developing children's understanding of growing and planting. Staff offer children clear explanations to support them to manage their own behaviour and keep themselves safe. Staff create a positive environment by encouraging children to play together and help one other. This supports them to develop good social skills and form positive relationships. As a result, children are prepared emotionally for moving on to school when the time comes.

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

The management team and staff have a good understanding of the requirements of the Early Years Foundation Stage. Effective recruitment and induction procedures are in place to help keep children safe. Staff are well supported through regular supervisions, appraisals and appropriate training to extend their skills and knowledge. The manager monitors the quality of teaching. In addition, observations, assessments and planning are checked for accuracy. As a result, suitable next steps in children's learning are identified and addressed. Staff have established good partnerships with parents to further support children's individual needs. Parents are well informed and are actively involved in the pre-school. They receive daily feedback, regular newsletters and attend parent consultations.

Setting details

Unique reference number	EY432791
Local authority	Peterborough
Inspection number	853337
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	33
Name of provider	Glington Pre-School Playgroup Committee
Date of previous inspection	14 June 2012
Telephone number	01733252361

Glington Pre-school Playgroup was registered in 2011. It operates from a mobile within the grounds of Peakirk Cum Glington Primary school in the village of Glington, Cambridgeshire. Opening times are Monday to Friday, from 8.50am until 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. There are three members of staff employed to work with the children. Of these, two hold relevant qualifications at level 3, and one member of staff holds a qualification at level 4.

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