

# Fulbourn Pre-School

Fulbourn CP School, School Lane, Fulbourn, Cambridge, Cambridgeshire, CB21 5BH



## Inspection date

27 January 2015

## Previous inspection date

23 March 2009

The quality and standards of the early years provision	This inspection:	Inadequate	4
	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		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Procedures to safeguard children are inadequate, as Ofsted has not been notified of all changes to the committee members. Suitability checks for all elected committee members are not sought or obtained in a timely manner. Consequently, children's safety is not assured.
- On occasions, the carpeted area of the room becomes untidy, this is because not all learning areas are clearly defined, such as the role play and book areas. This impacts on children's good learning opportunities.

### It has the following strengths

- The acting-manager of the pre-school is pro-active in ensuring all policies and procedures are reviewed in order to adequately protect children's safety in the day-to-day running of the pre-school.
- Effective partnerships with parents ensure they are well informed about, and supported with their children's learning and well-being. Parents are provided with many interesting learning ideas to use with their children at home, such as nature walks.
- Staff use topics very well to promote children's learning. For example, they base topics on stories which support all aspects of learning, such as, letter sounds and number, and as they look at animals, children learn about the world.
- Actions raised at previous inspections, with regard to the pre-school's complaints procedure, the use of mobile phones, and staffing ratios have been adequately addressed.

## **What the setting needs to do to improve further**

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

- improve knowledge of the requirements of the Early Years Foundation Stage with regard to notification to Ofsted of all changes to the members of the committee.

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

- enhance the already good learning environment further, for example, by dividing the carpeted area into defined spaces for role play and a book area.

## **Inspection activities**

- The inspector observed activities in the inside and outside play areas, and spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the pre-school leader.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and of the committee members, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector held a meeting with the pre-school leader and with the elected committee chairperson.

## **Inspector**

Jill Hardaker

## Inspection findings

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

The quality of teaching is good, because all staff have a strong knowledge and understanding of the seven areas of learning. Staff join in children's play and encourage and challenge them as they learn. For example, as children play outdoors with large construction materials, staff effectively question them. This enables the children to think critically and to solve their own problems. The drawing area is very popular with the children and they use it very well. Children draw to a high standard, showing precise detail. They independently write cards, spelling words correctly and look forward to taking these home. Consequently, children are effectively acquiring the skills they need to be ready for school. However, on occasions, the carpeted area of the room becomes untidy. This results in children not being able to find some of the role play resources. This does not fully support children who want to sit quietly in the book area. Observations and assessments are carried out regularly, and staff have an accurate understanding of what children can do and how to plan for the next steps in their learning.

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

Children's safety and well-being are not adequately protected. This is because the pre-school committee does not understand its legal responsibilities. Children have friendly and caring relationships with each other and the pre-school staff. Staff promote children's physical development well as children have many opportunities to learn outdoors. Children learn appropriate hygiene practices through the daily routine. They know what food helps them to stay healthy, because staff discuss this with them during snack times. Each week, staff members take a group of children to the local greengrocer's shop. They have opportunities to choose the snack for the week and also learn about their local community. All staff are good role models. They talk to children about what is right and wrong and praise positive behaviour, which boosts children's self-esteem. Children play together well and firm friendships are being made. A visual timetable of each session helps all children understand the routine of the day and this ensures they feel secure.

### **The effectiveness of the leadership and management of the early years provision is inadequate**

Children are not adequately safeguarded, because the provider has not ensured that Ofsted is notified of changes to the committee members within the required timescale. Furthermore, the provider has not ensured that the required Disclosure and Barring service checks are carried out on the committee members. This lack of robust checks places children at potential risk of harm. Although in post for only a short while, the acting-manager of the pre-school has begun to take steps to address weaknesses in the quality of provision offered to children. The monitoring of the range of learning activities and the quality of teaching is thorough and so teaching is consistent. Partnerships with parents are good and parents speak highly of the pre-school. All necessary checks for new staff working in the pre-school are undertaken. Staff have effective and regular supervisions and attend relevant training. They continue to develop their knowledge and

understanding through studying and gaining appropriate early years qualifications. This demonstrates the staff's commitment to further improve the practice.

## Setting details

<b>Unique reference number</b>	EY366881
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1003612
<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>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Fulbourn Pre-School Committee
<b>Date of previous inspection</b>	23 March 2009
<b>Telephone number</b>	07852 770796

Fulbourn Pre-School was registered in 2008 and is managed by a voluntary committee. It is situated in the grounds Fulbourn County Primary School, in Fulbourn, Cambridgeshire. The pre-school employs eight members of staff. Of these, four hold appropriate early years qualifications and the leader holds Qualified Teacher Status. The pre-school opens each weekday during term time. Sessions are from 9am until 12noon, on Monday and Friday, and 9am until 3pm, on Tuesday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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