

Clarence House Pre-school Godmanchester



St Mary's Church Hall, Chadley Lane, Godmanchester, Cambridgeshire, PE29 2AL

Inspection date

5 February 2015

Previous inspection date

13 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Staff accurately assess children's abilities and plan suitably challenging experiences to extend learning. Consequently, all children, including those with English as an additional language, make good progress in their learning and development.
- Staff skilfully promote children's mathematical and language development in activities and through daily routines.
- The key-person system is implemented effectively to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. As a result, children are well settled and confident in the pre-school.
- Partnership working with parents is strong. Parents are very happy with the service. They speak highly of staff and the positive difference the pre-school has made to their child's learning and development.
- The manager and her team continually evaluate the pre-school practice. They effectively identify aspects for improvement to support the ongoing development of the pre-school.

It is not yet outstanding because:

- Rigid adult-led craft ideas and limited choice in the materials available, mean that the opportunity for children to be creative is at times, too restrictive.
- On occasion, the organisation of the day prevents children from having sustained time to play independently at their chosen activity. As a result, children become disinterested in large group activities and lack motivation for learning.

What the setting needs to do to improve further

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

- strengthen the quality of creative opportunities for children, by increasing the range of materials available, so that children can explore, experiment, investigate, invent and develop their own artistic ideas
- review the organisation of the day to ensure that children have sustained time to persist at their chosen activities.

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 the 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

Teaching is consistently good. Staff have high expectations of children and pose probing questions to extend their learning. Pictures and words in children's home languages are displayed. This helps to strengthen children's understanding and promotes communication skills. Consequently, children with English as an additional language are appropriately supported. Children access resources from low-level storage units. Staff provide a range of sensory play experiences, such as water play and mark making activities. However, art and craft activities are often devised by an adult and as a result, displays within the pre-school do not reflect children's own creative ideas. Children take part in large group activities, for example, they sit together for story time. On occasion, the number of planned group activities in one session, means that children have limited time to play independently and develop their own interests and ideas. Therefore, children lack concentration and are easily distracted.

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

Initial home visits help staff build relationships with families early on and support children to settle in quickly. Behaviour is good. Children learn to share, take turns and develop friendships through play. This prepares them emotionally for the next stage in their learning. Children's physical skills are developing well. They have regular opportunities to take part in planned movement sessions. In addition, they can choose to play outdoors. Children delight in digging and filling containers in the mud kitchen. Staff playfully join in with children and count together as they jump. Children develop good self-help skills, preparing them well for their move to school when the time comes. They are encouraged to be independent. At meal times, children confidently serve their own food and pour their own drinks. Lunch time is a social occasion as staff sit with children to eat. Children talk to staff about the foods that will make them grow strong, reinforcing healthy choices.

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

Leadership at the pre-school is strong. The manager has clear a understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Recruitment and induction procedures are well organised. Staff are knowledgeable about how to safeguard children. There are a sufficient number of first-aiders in place to respond to emergencies quickly. The management team regularly monitor the educational programme available and check the accuracy of children's ongoing assessments. Staff are well supported through frequent supervision meetings. Peer-on-peer observations contribute to staff's professional development. Staff are encouraged to attend relevant training to keep their knowledge up to date. Staff regularly share key information to improve practice. There are good links established with local schools and external agencies to ensure individual children's needs are met.

Setting details

Unique reference number	EY412686
Local authority	Cambridgeshire
Inspection number	879760
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	62
Name of provider	Clarence House Day Nurseries Ltd
Date of previous inspection	13 December 2010
Telephone number	01480 458638

Clarence House Pre-school was registered in 2010. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The pre-school provides funded early education for three- and four-year-old children.

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