

Parson Drove Pre-School

Alderman Payne Primary School, 9 Main Road, Parson Drive, Wisbech, PE13 4JA



Inspection date

26 February 2015

Previous inspection date

25 November 2009

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 good because all staff understand how children learn. They competently lead activities to help children develop new skills, yet allow plenty of time for children to follow their own interests. Consequently, children are developing the knowledge and abilities needed for their future learning.
- Staff undertake home visits prior to children starting pre-school. This has a great impact on developing strong partnerships with parents and engaging them with children's learning from the beginning. Staff are also able to get to know children well and plan learning opportunities to match children's interests ready for their first day of attending.
- Staff encourage children to become independent and make choices according to their interests and needs. As a result, children confidently select their own playthings, attend to their own personal care needs, when possible, and choose and prepare their own snacks and drinks.
- The management team have high expectations and demonstrate great determination in driving improvements forward. The monitoring of children's progress is especially robust and clearly identifies individuals, or groups of children, needing more support. Due to this vigilance, children make good progress in their early years.
- Staff are alert to children's safety as they play and have a good understanding of safeguarding procedures. Subsequently, children are able to play and learn without fear from harm.

It is not yet outstanding because:

- Staff have yet to fully develop the environment and provide a wide range of suitable resources to support the youngest children's learning.

What the setting needs to do to improve further

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

- enhance the already stimulating learning opportunities and environment to inspire and engage younger children and promote their learning to an even higher degree.

Inspection activities

- The inspector observed activities in both the inside and outside learning environments.
- The inspector held meetings with the manager.
- The inspector and manager took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Inspection findings

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

Staff make every effort to get to know children well, and provide a nurturing environment where children are happy to explore and learn. Accurate assessments of children's progress are made by staff, which helps them to plan challenging next steps according to children's individual interests and abilities. Daily routine activities, such as 'letters and sounds', help teach children literacy skills and mean they are well prepared for school. Staff ensure children have continual free access to the stimulating outside area in all weathers. Children show great determination, concentration and imagination as they learn through play. For example, they develop both physical and problem solving skills as they transport piles of bricks and fathom out how best to stack their cargo. Staff know when to intervene and promote learning effectively as children play. Equally, they know when to allow children time to work things out for themselves.

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

Children settle well at pre-school and feel secure in the care of the staff. They confidently ask for help when needed and excitedly share their successes with their key person. Children behave well because staff have consistent strategies in place to help children learn what is appropriate at pre-school. Consequently, children play well together and develop friendships quickly. Staff encourage children to consider their own safety by undertaking a playful risk assessment activity at the beginning of the day. Good quality resources and the surroundings support older children's development well across the seven areas of learning. However, there are fewer resources available to meet the learning needs of the youngest child. Staff encourage children to be active and teach them to eat healthily at pre-school. This helps promote good habits to support children's well-being in the future.

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

Leadership and management are strong. The manager and committee understand their responsibilities and use self-evaluation effectively to set targets for improvement. Staff are well supervised and their performance is regularly monitored to ensure children benefit from good or better teaching skills. Good recruitment and induction procedures are in place to ensure only suitable staff join the team. Staff attend training frequently. As a direct result of these opportunities, they have been particularly successful in enhancing children's communication skills. Partnerships with both other professionals and parents are strong. Parents speak highly of staff and the progress their children have made since starting at pre-school.

Setting details

Unique reference number	221861
Local authority	Cambridgeshire
Inspection number	865990
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	22
Name of provider	Parson Drove Pre School Committee
Date of previous inspection	25 November 2009
Telephone number	07503165432

Parson Drove Pre-School was registered in 1984. The pre-school employs five members of childcare staff, who all hold appropriate early years qualifications. The pre-school opens Monday, Tuesday and Thursday, from 8.50am until 3pm, and on Wednesday, from 8.50am until 11.50am, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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