

Little Paxton Pre School

Little Paxton Primary School, Gordon Road, Little Paxton, ST. NEOTS,
Cambridgeshire, PE19 6NG



Inspection date

30 April 2015

Previous inspection date

14 September 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- The provider has not maintained relevant information records or ensured that these are available for inspection; in particular, this refers to the lack of evidence of suitability checks for all committee members.
- Large group time activities do not 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.
- Children's self-help skills are not fully promoted at snack times, because they are not given the opportunity to pour their own drinks.

It has the following strengths

- There is an effective key-person system in place and supportive home visits help to build positive relationships early on. Consequently, children are well settled and confident in the pre-school.
- The manager and staff team continually evaluate their practice. They identify aspects for improvement to support the ongoing development of the pre-school.
- Staff establish positive and trusting relationships with parents. Parents value the support offered to help their child settle-in and comment that staff are friendly, welcoming and professional.
- Staff have a sound understanding of child protection and have completed safeguarding training. Consequently, they have an awareness of the procedures to follow if they have concerns about a child.

What the setting needs to do to improve further

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

- ensure records are maintained and available for inspection, in particular those relating to the suitability checks for all staff and committee members
- review the organisation and purpose of large group times to ensure all children, particularly the youngest, stay focused and engaged in their learning.

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

- promote children's independence further by enabling them to pour their own drinks at snack time.

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 requires improvement

Staff provide a wide selection of resources and activities, so that children have good opportunities to make their own choices in play. As a result, children are happy, enthusiastic and confident learners. Staff carry out regular observations on their key children. They accurately identify their next steps in learning to ensure children make progress. Children have access to a range of sensory play experiences, such as water, sand and mark making activities. Children independently collect an apron before playing together at the water tray containing insects. Staff talk about the similarities and differences of the insects and use key words, such as, 'sharp claws' and 'patterned wings'. This helps to extend children's language skills and understanding of the world. Staff support children to make use of tablet computers, developing their technology skills. Children take part in group activities, for example, they sit together for story time. However, the group size is too large and younger children are not always able to concentrate on the activity. Consequently, they are less motivated to learn.

The contribution of the early years provision to the well-being of children requires improvement

Children's physical skills are developing well. Children can choose to play outdoors throughout the session and have plentiful opportunities to be physically active. Children apply number and counting for a purpose as they step across the balancing logs. Staff talk with children about the importance of healthy eating. Children enjoy chopping and preparing fruit for their snack. However, staff pour drinks for the children and miss the opportunity to fully promote children's independence skills. All staff have attended behaviour training. As a result, behaviour strategies are embedded in practice. Children behave well and learn to play cooperatively with their friends because staff provide consistent boundaries and are effective role models. Staff provide regular opportunities for children to visit and become familiar with the local school. Therefore, children are emotionally well prepared for moving on when the time comes.

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

The manager has a reasonable understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. However, she is unable to provide evidence of all committee members' suitability to work with children, as required. There are a sufficient number of staff qualified in first aid in place to respond to emergencies quickly. Recommendations from the previous inspection have been addressed and the qualified staff team consistently review their practice for the benefit of children. The manager regularly checks the learning activities available, to ensure each area of learning is fully covered. Staff are supported through regular supervision meetings. They are encouraged to attend relevant training to keep their knowledge up to date. There are appropriate links established with local schools and external agencies to ensure individual children's needs are met.

Setting details

Unique reference number	EY388676
Local authority	Cambridgeshire
Inspection number	859133
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	67
Name of provider	Little Paxton Pre-School Committee
Date of previous inspection	14 September 2009
Telephone number	07554291934

Little Paxton Pre-school was registered in 2009. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon and from 12 noon until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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