

# Paston and Gunthorpe Pre-School



Gunthorpe Primary School, The Pentlands, Hallfields Lane, Gunthorpe,  
Peterborough, Cambridgeshire, PE4 7YP

## Inspection date

5 May 2015

Previous inspection date

21 October 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 <b>meets legal requirements for early years settings</b>                   |                      |      |   |

## Summary of key findings for parents

### This provision is good

- Children with special educational needs and/or disabilities are supported very well in the setting. They have good opportunities to be involved in activities and receive one-to-one care to specifically meet their individual targets for development. Close relationships with parents and other professionals provide a strong coordinated approach to meeting children's needs.
- Children who speak English as an additional language have good opportunities to see and hear their home language in their play. Staff have taken the time to learn key words and phrases in other languages to support children as they settle. This enables them to effectively communicate their wants and needs.
- The quality of teaching is good. Staff plan and deliver a broad range of interesting activities both inside and outdoors, which provides children with good opportunities to be active and engage in exploratory play.
- Key-person relationships are well-established and children have developed close emotional bonds with staff. They know the children well and plan effectively for each individual child, based on their interests and developmental needs.
- Children are safeguarded, because the manager and her staff team are knowledgeable about the signs of abuse and neglect. They are fully aware of the reporting procedures in the event of a child-protection concern.

### It is not yet outstanding because:

- On occasions, staff do not consistently manage children's challenges to the behaviour rules in place. Therefore, children are not always made aware of what the consequences of their actions may be.

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

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

- review staff's approach to managing the behaviour challenges children present so that they consistently help children to understand the rules in place and possible consequences to their actions.

### **Inspection activities**

- The inspector observed children's activities in the pre-school room and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- 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 self-evaluation documents.

### **Inspector**

Carly Mooney

## Inspection findings

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

Children arrive confidently and quickly settle in their chosen activities. They are listened to, supported to complete tasks and engage in conversations with staff to enhance their language and understanding in activities. This helps to prepare them well for starting school. Staff plan well from children's interests, such as a fascination with bugs and insects. Children read and enjoy the story of, 'The Hungry Caterpillar'. They begin to understand about life cycles, as they observe real caterpillars build cocoons and eventually become butterflies. They look at factual books about caterpillars, to consolidate and extend their learning. Children's mathematical development is supported well. They are introduced to new words, such as 'oval' when describing the shape of an egg. Children learn simple calculation, as they add the number of boys to the number of girls in group time. Staff observe and assess children's level of achievement, obtain information from parents and plan effectively for individual learning. Reviews of children's progress are shared with parents, so that they are aware of the areas to provide support at home.

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

The pre-school provides a safe and welcoming environment. Staff are well deployed to ensure that children are continuously supervised which contributes to their overall safety and welfare. Children move around independently to access well-organised resources and choose where they would like to play. In general, children behave well. However, occasionally, when boundaries are challenged, staff are not always consistent in their approach, so that children develop a secure understanding of the behaviour rules in place. The use of the school playground, and sport activities with outside professionals, ensures children have very good opportunities for physical play. Children eat a range of healthy snacks and grow produce in the garden, which helps them to develop a good understanding of healthy eating practices.

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

The manager regularly monitors the educational programmes and checks the accuracy of children's ongoing assessments. Staff practice is observed and monthly supervision meetings are held. These ensure, that children receive quality learning experiences and staff practice is consistently good. Training is regularly attended by all staff to improve their knowledge and skills. This includes, supporting children with an additional language, which is having a positive effect on children's experiences in the pre-school. The committee, manager and all staff accurately identify what they do well and where they can improve. They have current plans to provide further learning opportunities in the outdoor area, such as den building. Staff share a communication book with parents and other settings to provide information about children's learning. Children share the outdoor area with the Reception class, which helps to support a smooth move into the school environment. Parents speak very positively about the care provided for their child.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY310404                                  |
| <b>Local authority</b>             | Peterborough                              |
| <b>Inspection number</b>           | 862026                                    |
| <b>Type of provision</b>           | Sessional provision                       |
| <b>Registration category</b>       | Childcare - Non-Domestic                  |
| <b>Age range of children</b>       | 0 - 5                                     |
| <b>Total number of places</b>      | 19  |
| <b>Number of children on roll</b>  | 39  |
| <b>Name of provider</b>            | Paston and Gunthorpe Pre-School Committee |
| <b>Date of previous inspection</b> | 21 October 2009                           |
| <b>Telephone number</b>            | 01733 571 193 or 07770 796 552            |

Paston and Gunthorpe Pre-School was registered in 2005. It is situated in a class room within the school. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 4, 3 and 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon and, from 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

