

Mother Goose Pre School

Wimpole Village Hall, Cambridge Road, Wimpole, Royston, Herts, SG8 5QB



Inspection date

13 May 2015

Previous inspection date

14 February 2011

| 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

- All children love to learn outdoors. The staff ensure that children experience all seven areas of learning in the garden. Furthermore, they give children the option to eat their lunch indoors or outdoors and staff are effectively deployed to support their choices.
- Effective partnerships with parents ensure they are well informed about, and supported with, their children's learning and well-being. Parents comment on how well their children are prepared for the move to school.
- Staff work well as a team, which means that the organisation of the pre-school is good. The pre-school provides a relaxed, fun and welcoming environment where each child is respected.
- The pre-school leader and staff are vigilant about children's safety. They implement robust procedures to protect children and provide a secure environment.
- The pre-school staff continue to develop their knowledge and understanding through undertaking appropriate early years qualifications and attending regular training. This demonstrates the staffs' commitment to continually improve their practice and strengthen the progress children make.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to support some children's learning to the highest level, for example, they do not always effectively question children about why and how things happen as they play.
- The strategies to evaluate and build further on the good teaching practice are not yet fully embedded. For example, staff do not have opportunities to observe each other's practice and learn from each other.

What the setting needs to do to improve further

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

- enhance the range of good teaching strategies already in place, for example, by discussing with them how and why water dries in the sun
- reflect further on practice to identify where teaching can be raised to an even higher standard, for example, by providing increased opportunities for staff members to observe each other's practice and engage in discussions aimed at promoting even more continual improvement.

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 took account of the pre-school's self-evaluation form.

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 areas of learning. The staff join in children's play and generally challenge them as they learn. However, on occasions, the staff miss opportunities to extend children's knowledge of the world to the highest level. For example, as children paint on the fence with water, staff do not always effectively question them as to why and how the water dries. Children have many opportunities to play imaginatively. This is especially enjoyed in the outdoor mud kitchen. Children pretend to make meals and invite staff members to sit down for cake and fruit. The staff encourage children to work out how many meals they need for the children involved in the activity. These effective activities result in children acquiring the skills they need to be ready for school. 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 good

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. Furthermore, children learn to express themselves through music, as they enjoy the weekly dancing session. 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. 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, caring friendships are being made. This is because children have many opportunities to be independent, play together and to solve their own problems. Overall, parents speak positively about the pre-school staff as they create a caring environment and make learning fun for their children.

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

All staff have received safeguarding training. They have a clear understanding of the procedures to follow if they were concerned about a child in their care or the behaviour of another adult. This ensures that children are protected from harm. Systems to evaluate what is working well and what needs to be improved are effective. For example, the pre-school staff and committee members have identified further improvements to the outdoor area, such as laying down safe matting. Robust recruitment practices ensure that all staff are suitable to work with children. Regular supervision and monitoring of staff's work ensures that any weaknesses in their practice can be swiftly addressed. However, there is scope to develop opportunities for staff to observe and feedback to their peers, to raise the quality of teaching even higher. Monitoring of the progress children make and the quality of teaching is robust. This ensures practice across the pre-school is consistent. Partnerships with parents and other settings children attend are good and this supports continuity in children's learning.

Setting details

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| Unique reference number | 259672 |
| Local authority | Cambridgeshire |
| Inspection number | 867154 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 24 |
| Number of children on roll | 39 |
| Name of provider | Mothergoose Pre-School Committee |
| Date of previous inspection | 14 February 2011 |
| Telephone number | 01223 208527 |

Mother Goose Pre-School was registered in 1992 and is managed by a voluntary committee. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications. The pre-school opens each weekday during term time, from 9.15am until 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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