

South Bretton Pre-School

Middleton Primary School, Middleton, South Bretton, Peterborough, PE3 9XJ



Inspection date

15 May 2015

Previous inspection date

4 May 2010

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		Outstanding	1
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

- A very effective key-person system promotes children's sense of security and helps them to form strong emotional attachments and bonds. Staff are kind, caring and show a genuine interest in what children say and do.
- All children are enthusiastic and active learners. They are supported to make good progress, as they engage in a range of exciting learning opportunities. They are beginning to develop a strong curiosity that will support their future learning well.
- Children develop good independent skills as they freely choose to play and learn, inside or outside. Good quality resources extend children's learning in both areas.
- Staff value the good partnerships with parents and carers. They are well informed of all aspects of their child's care, through communication books, progress meetings and regular newsletters. Parents speak positively about the staff and setting.
- 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.
- Arrangements for safeguarding children are good. Staff demonstrate clear knowledge and understanding of how to report concerns about children in their care. Effective policies and procedures support their work and help to ensure that children remain as safe as possible when attending.

It is not yet outstanding because:

- Although a system of monitoring staff's practice is in place, the manager has not yet embedded this practice effectively, to consistently ensure the highest levels of achievement are sustained for all children.

What the setting needs to do to improve further

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

- embed the monitoring of staff, for example, through more robust observation of staff practice, to ensure the highest levels of achievement are sustained for all children in the journey towards excellence.

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 to staff at appropriate times during the inspection.
- 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 the 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 learn and acquire good skills in preparation for their next stage of learning, such as school. Staff have a secure knowledge of how children learn and, as a result, teaching is good. Children's interests are well planned for in activities. They are provided with resources from a familiar restaurant to enhance their learning, after acting out visiting the restaurant in role play. Staff also acknowledge children's spontaneous learning. They provide keys for children fascinated with locks, challenging them to work out how the key will fit. In general, children are confident communicators and happily engage in conversation with staff and other children. Staff are skilled at listening and talking to children to promote their speech and widen their vocabulary, including children who speak English as an additional language. They are given good opportunities to see their name and are encouraged to write it on their work. Staff sound out the letter sounds, and guide children with their pencil control so they develop an understanding of where to start each letter. Effective systems for observing and assessing children's development are in place.

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

Children form positive, trusting and emotional relationships with their key person and other staff. There is an excellent level of staff attention and warm interaction. A welcoming and friendly atmosphere greets all children and their families. There is a superb appreciation for the diverse backgrounds of the children who attend, which promotes children's well-being to a high standard. Children behave well and have made very close friendships with their peers. Effective strategies, such as a sand timer, support children to understand about sharing and taking turns in activities. Children spend quality time in the highly stimulating outdoor play area. They have very good opportunities to be physically active on resources, such as an obstacle course, and regularly use the school field for larger physical play. Through discussion and planned activities, children develop a superb knowledge and understanding of healthy eating practices. They eat a variety of healthy food which they prepare themselves, for example, by peeling bananas and cutting apples.

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

The manager demonstrates a good capacity for improvement. She monitors the performance of staff and the success of the educational programmes. However, these systems are not securely embedded, to ensure the highest levels of achievement are sustained for all children. There is a dedicated committee who work closely with staff to identify and implement any areas for improvement. Staff strive to improve their knowledge and skills by attending training, such as letters and sounds. This is used well in activities to support children's development. Effective professional relationships are established with other agencies associated with children's care. Good relationships are in place with teachers, to support children's move to school. Staff are deployed very well throughout the setting to provide high levels of supervision. Clear recruitment and vetting of staff, helps to ensure children are cared for by a suitable staff team.

Setting details

Unique reference number	953368
Local authority	Peterborough
Inspection number	869526
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	46
Name of provider	South Bretton Pre School Committee
Date of previous inspection	4 May 2010
Telephone number	07790 895825

South Bretton Pre-School was registered in 2001. It is situated in a classroom within the school. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 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. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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