

# Fulbourn Pre-School

Fulbourn CP School, School Lane, Fulbourn, Cambridge, Cambridgeshire, CB21 5BH



## Inspection date

17 June 2015

## Previous inspection date

27 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- All the children, including those who speak English as an additional language, make good progress because staff have a secure understanding of how children learn. They effectively use their assessments and knowledge of children's interests to plan challenging learning experiences. Consequently, children are well prepared for the next stage in their learning.
- Children are active and inquisitive learners. They engage in a wide range of interesting and exciting learning experiences. For example, they have immense fun exploring the texture of shredding paper with their hands and placing it on their heads to pretend it is their hair. They also learn about life cycles as they observe caterpillars emerging from their chrysalis and turning into butterflies.
- An effective key-person system enables the dedicated staff team to form secure and trusting relationships with children and their families. Each child's key person has a buddy in place to cover in their absence. Staff are sensitive and supportive of children's needs. Therefore, children explore the learning environment with confidence.
- As a result of rigorous monitoring and close partnership working with outside agencies, the manager and the committee have made significant improvements since the last inspection. For example, the committee have introduced a robust system to ensure any changes are notified to Ofsted in a timely manner.

### It is not yet outstanding because:

- The initial information that staff obtain from parents about their children is not sufficiently detailed to fully support the identification of children's precise learning needs.
- Staff do not always extend children's literacy development within the outdoor area sufficiently because they do not make books freely available.

## What the setting needs to do to improve further

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

- extend the level of initial information obtained from parents to include further detail of children's learning and development, in order to plan more precisely for their continued progress from an early stage
- enrich opportunities for children to recall and re-enact familiar stories by making a selection of books available in the outdoor area.

### Inspection activities

- The inspector observed activities in both the indoor and outdoor play spaces.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager, provider and local authority development officer.
- The inspector carried out a joint observation with the manager.
- 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, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector looked at evidence of the suitability of staff working in the pre-school and the committee members.
- The inspector reviewed the pre-school's self-evaluation document.

### Inspector

Lorraine Pike

## Inspection findings

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

Children are motivated to have a go at challenging tasks because staff frequently praise them for their achievements. Overall, the quality of teaching is good. Children learn how to make different marks, such as zigzags using chalks on the ground outside. This supports their early writing skills. Children's attention is immediately captured during group story time. Staff are extremely animated they use intonation in their voice and props incredibly well to tell the story of the week. They skilfully leave gaps in the story for children to fill in the words. This builds upon children's language skills. While playing outdoors children begin to recall the story independently. However, they are unable to recall the whole story because staff do not make books available for them to refer to in the outdoor area. Therefore, children's literacy development is not maximised. Staff naturally embrace children's curiosity. For example, children ask to plant the seeds from the pepper that they cut up for snack. Staff challenge children's thinking as they ask probing questions about why these seeds may, or may not, grow into peppers.

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

Staff warmly welcome children and their families into this friendly pre-school. Parents are kept well informed of their children's achievements. Staff work closely with parents to obtain information about their child's individual needs and interests when they first start attending, during home visits. However, some of this information does not include enough detail of children's development. Therefore, staff are unable to plan even more precise next steps in children's learning, to maximise their early progress. Children are very independent. They prepare their own snack and wash up their plates and cups without being asked. Children have a wonderful time outside playing games with staff and each other. They shriek with delight as they count their steps before the pretend wolf chases them away. Good partnership working with other settings that children attend support children's continuity of care and learning.

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

The newly appointed and well-qualified manager is supported by the dedicated committee members. They have a secure knowledge of the legal requirements of the Early Years Foundation Stage. Children are safe and secure in this pre-school because staff are vigilant in their supervision. They effectively implement rigorous safeguarding and welfare procedures. Staff actively involve children to carry out comprehensive risk assessments with them to ensure that the premises are free from any hazards. This teaches children to gain a very good awareness of how to keep themselves safe. Staff performance is closely managed through regular supervision meetings and annual appraisals. Staff share the new knowledge they gain from training courses with each other. This means that they can further build on, and support each other in their practice. The manager efficiently reviews the educational programmes and uses self-evaluation extremely well. A clear and exciting improvement plan supports children's achievements over time.

## Setting details

<b>Unique reference number</b>	EY366881
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1005518
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Fulbourn Pre-School Committee
<b>Date of previous inspection</b>	27 January 2015
<b>Telephone number</b>	07940 494 218

Fulbourn Pre-School was registered in 2008 and is managed by a voluntary committee. It is situated in a mobile building in the grounds Fulbourn County Primary School. The pre-school employs 10 members of staff. Of these, five hold appropriate early years qualifications at level 2 and above. The manager holds Qualified Teacher Status. The pre-school opens each weekday during term time. Sessions are from 9am until 12 noon, Monday and Friday, and 9am until 3pm, on Tuesday, Wednesday and Thursday. The pre-school provides funded early education for three- and four-year-old children, and supports a number of children who speak English as an additional language.

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