

# Beeches Pre-School

Iqbal Family Centre, 157 Cromwell Road, Peterborough, Cambridgeshire, PE1 2EL



## Inspection date

25 June 2015

Previous inspection date

19 January 2011

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

## Summary of key findings for parents

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

- There has been a breach in the requirements of the Early Years Foundation Stage. The committee has failed to notify Ofsted of changes to their members. Furthermore, some of these individuals have not undergone background checks to establish their suitability.
- Partnerships with schools that children move to are inconsistent across the local area. This means some children receive minimal support as they prepare to meet new challenges and continue their learning in different environments.
- Self-evaluation lacks the rigor needed to identify all weaknesses to inform action plans and bring about improvement.

### It has the following strengths

- Teaching is good. Children's enthusiasm for learning is evident as they arrive at pre-school and join staff in activities that have been thoughtfully prepared for them. Staff skilfully promote learning at every opportunity and all children make good progress from their starting points, including those learning English as an additional language.
- Children are happy and secure in the pre-school. This is because staff have developed strong bonds with children and know them well as individuals.
- Staff value opportunities to undertake further training to improve their knowledge and skills. This has been particularly effective with regards to training to support children with special educational needs and/or disabilities to ensure their needs are consistently met.

## What the setting needs to do to improve further

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

- help children to feel confident and supported as they move on to school by developing effective partnerships with all identified schools and providers and by maximising information sharing opportunities and planning activities to help prepare for changes in children's lives.

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

- review the self-evaluation procedure to ensure all weaknesses are clearly identified and addressed through action plans.

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any member of the committee (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any member of the committee (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities in both the inside and outside learning environments.
- The inspector held meetings with the manager.
- The inspector and manager took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.

## Inspector

Jacqueline Baker

## Inspection findings

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

Staff understand that play is vital to children's well-being and learning. They plan stimulating activities thoroughly, taking into account children's individual learning needs and interests. Skilled staff demonstrate their good teaching abilities as they play alongside or take the lead in learning opportunities that are more focused. For example, staff extend children's knowledge effectively as they prepare to plant flowers in the pre-school's garden. They show children the structure of the plants, pointing out the roots and pollen producing part of the bloom. This leads to discussions about bees and honey making. Staff teach children skills ready for their moves to school. Children enthusiastically take part in phonic sessions during group times, learn about shapes and numbers as they play with dough and follow routines well.

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

Children's overall safety and well-being in the pre-school are reduced because the committee has failed to undertake background checks for some of their members. This means it is unclear whether they are suitable for their roles. However, staff have undergone thorough background checks and continue to be regularly supervised to ensure that they are fit to work with children. Staff get to know children well and work with parents to gain an understanding of their preferences and care needs. Staff consistently guide children to understand about appropriate behaviours at pre-school and, as a result, children play contentedly together. Staff ensure the environment always offers children interesting and challenging activities. Toys are of a good quality. Children enjoy lots of fresh air and exercise in the garden and have nutritious snacks that support their good health. Children are independent in self-help skills and freely select their own toys.

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

The committee has failed to notify Ofsted of changes to their members. Furthermore, it has not carried out suitability checks for all of its members, which is a safeguarding concern. However, these individuals do not have contact with children at the pre-school and, therefore, the impact on children is minimal. In their daily practice, staff have a secure understanding of how to protect children. They are vigilant about children's safety as they play and know who to report concerns to should the need arise. Self-evaluation is in place but has been unsuccessful in identifying breaches in the requirements. The manager's knowledge of children's backgrounds and in particular their different cultural heritages, is excellent. She has a clear overview of children's progress and where necessary outside help is sought, in order that an improvement is assured. Partnerships with parents are secure and this supports children's learning and well-being appropriately. However, partnerships with other providers and schools that children move on to are not always consistent. This means that opportunities to ensure a smooth, supportive transition to school are sometimes missed.

## Setting details

<b>Unique reference number</b>	EY267088
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	860683
<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>	30
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Beeches Pre School Committee
<b>Date of previous inspection</b>	19 January 2011
<b>Telephone number</b>	01733 707 658

Beeches Pre-School was registered in 1998. The pre-school employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and 12 noon until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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.

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