

RAF Wyton Pre-School

Bennet Childcare Centre, Wiltshire Road, Wyton on the Hill, Huntingdon,
Cambridgeshire, PE28 2EX



Inspection date

25 June 2015

Previous inspection date

27 January 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 meets legal requirements for early years settings			

Summary of key findings for parents

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

- The committee has failed to notify Ofsted of changes to members and this is a requirement of the Early Years Foundation Stage. Furthermore, background checks have not been carried out for these individuals.
- Opportunities to develop the quality of teaching to the highest level are not maximised.
- Occasionally, staff miss opportunities to extend children's learning to the highest level.

It has the following strengths

- Staff have a good knowledge of how children learn and develop. Effective planning reflects children's individual next steps in learning together with their specific interests. Children are highly engaged and make good progress.
- Staff establish good settling-in procedures to support children's emotional well-being when they start. They are flexible in their work to meet individual children's needs.
- The manager has a clear training plan which effectively supports staff professional development and the needs of the children who attend.
- Partnerships with parents are well established. Staff share information regularly with parents which ensures they are well informed and involved in their child's next steps in learning and how to support their progress at home.

What the setting needs to do to improve further

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

- enhance the good teaching further, for example, by asking children questions to inspire their explorations, curiosity and deeper thinking
- develop further the system to review the effectiveness of practice, for example, by embedding the process of observing staff to learn from each other so that the quality of teaching is consistently good or better.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times, and held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a range of documentation, including children's learning records, planning documentation, evidence of the suitability of practitioners working within the setting and staff training certificates, the provider's evidence of self-evaluation and a sample of policies.

Inspector

Gail Warnes

Inspection findings

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

Teaching is good. Qualified staff plan interesting and stimulating experiences for children, taking into account their specific needs and interests. Staff observe children as they play, assess their progress and identify their next steps in learning, which is linked to planning and shows improvement since the last inspection. Information about children's progress is shared with parents regularly through daily verbal exchanges and formal termly parent consultations. Staff share ideas with parents of how to support their child's learning at home. Parental partnerships are effective because children benefit from this continuity in their learning and make good progress. Children are highly engaged as they explore shaving foam and construct different objects with it using recycled bottle tops. They make towers and a horse, using the shaving foam as glue. Staff skilfully weave mathematical thinking into the activity as children count the bottle tops. However, staff sometimes miss opportunities to extend children's deeper thinking and problem-solving skills. Children enthusiastically write their names on their pictures and show interest in reading books for themselves. Children acquire good skills to support their future education.

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

Children's welfare cannot be assured because background checks have not been completed for committee members. Staff are friendly, warm and approachable. Children are confident and demonstrate they feel safe and secure by seeking comfort and reassurance from caring staff. Children choose to play outside where they learn how to manage their own risk as staff support them to climb on appropriate equipment. Staff effectively support children's emotional well-being through times of change, such as the move to school. They invite teachers to meet children in the familiar environment of the pre-school. They provide samples of school uniform for role-play activities and encourage children to talk about what they will do when they go to school. Staff teach children about healthy food choices as they eat their fruit snack. Children enjoy visits from the local community, such as the dentist who teaches them how to keep their teeth healthy.

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

The failure by the committee to notify Ofsted of changes to their members and carry out background checks on them raises a safeguarding concern, even though members do not have direct contact with the children. Staff working with the children have a sound understanding of their responsibilities to safeguard children. Staff attend regular safeguarding training to ensure their practice is up to date. The manager has effective systems in place to review the accuracy of the assessments staff make about children's progress. Existing arrangements to review the effectiveness of practice include observations of staff. However, this is not yet fully embedded to develop staff practice to the highest level. Recruitment procedures are effective in ensuring only suitable adults work with the children. Parental feedback is positive. Parents share that their children are happy and make good progress.

Setting details

Unique reference number	221830
Local authority	Cambridgeshire
Inspection number	865983
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	37
Name of provider	Wyton Pre-School Group Committee
Date of previous inspection	27 January 2011
Telephone number	01480 435471

RAF Wyton Pre-School was registered in 1998 and is managed by a voluntary management committee. It operates from premises shared with Fledglings Day Nursery. The pre-school employs an administrator and four staff, all of whom hold professional early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.10am until 12.10pm on Mondays and Fridays and from 9.10am until 3.40pm on Tuesdays, Wednesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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