

New Road Pre-School

New Road Primary School, New Road, Whittlesey, PETERBOROUGH, PE7 1SZ



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| Inspection date | 25 June 2015 |
| Previous inspection date | 23 March 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

- Children are happy at this inviting pre-school. They share warm relationships with their key persons. This helps to promote children's sense of security and to form strong emotional attachments and bonds.
- Children learn and acquire good skills in preparation for their next stage of education, such as school. This is because staff demonstrate a clear understanding of how children learn and ensure they plan activities that give children access to a broad range of experiences. They skilfully question children during activities to extend their learning and to provide effective challenge overall.
- A very effective relationship is in place with the host school. Children attend many events, such as Christmas productions and sports day. Time is spent each week in the Reception class during the summer term. They also participate in physical education sessions to prepare them well for the move to primary school.
- Positive relationships are in place with all parents. Parents are well informed of all aspects of their children's care and progress on a regular basis. They are able to contribute towards children's assessment records. Parents are involved with their children's pre-school life as they regularly provide their support by attending trips and events with their children.

It is not yet outstanding because:

- The current system for the monitoring of staff practice does not always support staff that are less experienced in developing their teaching skills more swiftly.
- Staff have not yet been wholly successful in building partnerships with all the other settings that children may attend.

What the setting needs to do to improve further

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

- consolidate the systems to evaluate and monitor the quality of teaching so that the good practice is shared more swiftly to enhance the skills of staff that are newly qualified and less experienced
- explore further ways to develop the partnerships with other providers to enable a more consistent approach to sharing information to support children's progress.

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 at appropriate times to staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.

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 are active learners who enjoy exploring their environment and the activities available to them. Parents contribute to children's starting points through written information and discussions held at home visits. Staff assess and track children's progress, keeping a clear record of their time at the setting. Children are confident to engage in conversation with staff and other children. They listen intently to stories and answer questions about what they think may happen next. Props are used well to support their understanding and bring the story to life. Children have good opportunities to engage in role play while being supported by staff. For example, they use real kitchen utensils and appliances in the mud kitchen as they pretend to bake cookies and cakes. Staff work in partnership with some settings that children attend, in order to share information about their progress. However, this work has not been extended to involve all the other settings that children attend to fully support the consistent assessment of children's development.

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

Staff develop a strong appreciation for children's backgrounds, strengths and interests, which enables them to support and promote children's well-being to a good standard. Staff are well deployed to provide continuous supervision of children, which contributes to their overall safety and welfare. Play areas are organised well to support all areas of learning and children choose resources independently. Children behave well and have made close friendships with their peers. Staff promote good behaviour by using positive reinforcement and praise. Effective strategies support children to understand about sharing and taking turns in activities, such as using a timer. They are encouraged to work together to tidy away toys, which helps them to gain a good sense of responsibility. Outdoor play is incorporated very well into the daily routine. Children are provided with challenging opportunities for physical play and they learn about the effects that exercise has on their bodies during physical education sessions.

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

The manager leads and manages the pre-school well and shows clear vision for the future. The committee provides very good support and works closely with staff to identify and implement any areas for improvement. Staff relish the training opportunities they are given. They ensure their new knowledge and skills are used to enhance children's experiences, such as activities in the nature area, which are based on Forest schools training. The manager regularly monitors the assessments of children's learning. She also monitors staff practice. This process is in its infancy and the good practice of the majority of the staff is not yet shared swiftly with staff that are less experienced as they develop their teaching skills. Staff demonstrate clear knowledge and understanding of how to report concerns about children in their care. Clear recruitment and vetting procedures help to ensure children are cared for by a suitable staff team. Feedback from parents is positive.

Setting details

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| Unique reference number | 221885 |
| Local authority | Cambridgeshire |
| Inspection number | 864273 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 31 |
| Name of provider | New Road Pre School Committee |
| Date of previous inspection | 23 March 2011 |
| Telephone number | 07773 405955 |

New Road Pre-School was first registered in 1985 and registered again in 1992. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon on a Monday and a Friday and from 9am until 3pm from Tuesday to Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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