

Eye Pre-School

Eyebury Road, Eye, Peterborough, Cambridgeshire, PE6 7TD



Inspection date

14 July 2015

Previous inspection date

20 January 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's language skills develop well through carefully targeted teaching strategies overseen by a specialist within the team who appreciates the importance of verbal and non-verbal communication.
- The achievement gap narrows rapidly in the setting as children receive individual support from a specialist worker employed by the pre-school. She works closely with key persons ensuring she focuses on those areas most in need of development for each child.
- Adults working at the setting and parents of children attending speak with mutual respect of the strong relationships that they enjoy. Highly effective communication and the shared experience of promoting children's learning means all feel closely involved.
- Children develop an early love of science as they find out what happens when they mix different coloured paints, make their own volcanoes, find out if salt dissolves in water and see what happens when they mix cornflour and water.
- Self-reflective practice, stringent practice and careful analysis of the success of the educational programme, alongside a regularly revisited action plan means that children are safeguarded and receive a high-quality learning experience at the pre-school.

It is not yet outstanding because:

- The space provided for children to gather between the end of activities and tidy-up time is too restrictive.

What the setting needs to do to improve further

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

- review the organisation at the end of activities prior to children being called to assist with tidying up.

Inspection activities

- The inspector had a tour of the setting with the manager.
- The inspector observed activities taking place throughout the day and made an evaluation of teaching practice seen with the manager.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies, procedures and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working within the nursery and the provider's self-evaluation evidence.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Deborah Hunt

Inspection findings

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

Children are offered a wealth of interesting, exciting learning opportunities at this welcoming pre-school. Skilful adults play alongside children knowing when to intervene and when to let them develop their own play. Children explore the junk modelling box to choose a base for their boat. Adults support them asking what else they need. Children learn words, such as sail and anchor as they use paper, play dough and tape to make and attach a sail to their chosen vessel. Sensitive support is provided for younger children as they learn to use scissors. During group activities, children develop their imaginative skills by jumping aboard their bread-crate train. They give in tickets and begin magical journeys limited only by their imagination. Children lift logs in the sensory garden, using magnifying pots to examine snails, worms and woodlice in greater detail. They enjoy sitting on the hill after choosing a musical instrument to play as they chat and sing together. Adults use children's interests and their preferred learning styles to inform their well-written observations. They plan effectively for the next steps in children's learning. As a result, children develop useful skills in readiness for school. Children's progress is accurately assessed. Any gaps in their learning are quickly identified and support is sought and implemented.

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

Adults greet children and their families warmly and help them settle through ongoing support and reassurance. Consequently, children are confident and relaxed in this homely, superbly resourced environment. They are emotionally very well prepared for school. Reception teachers from all feeder schools are invited to visit and meet the children. Children become independent as adults encourage them to find their own water bottles, help tidy away and become proficient with personal hygiene routines. Adults are good role models and the vast majority of children consistently behave well. Organisation is generally good. However, between the end of activities and tidy-up time, children gather in too confined a space and they become confused and excitable. Children have fun as they challenge themselves physically and take calculated risks. Adults help children learn to be healthy through topic work, growing and cookery activities.

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

The manager and committee of the pre-school work very effectively together and they share common values. Robust procedures are in place for recruiting new staff. For example, the manager and chairperson have completed safer recruitment training, thereby ensuring only those suitable to work with children do so. Detailed job descriptions ensure that adults are aware of their roles and responsibilities. Regular staff meetings, training, supervision and appraisals ensure that all of the team are actively involved in the efficient running of the pre-school. Effective delegation of roles means that adult's individual skills are utilised well and respected. Parents spoken to stated that they are exceptionally happy with the care and progress that their children make.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | 256762 |
| Local authority | Peterborough |
| Inspection number | 867045 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 26 |
| Number of children on roll | 52 |
| Name of provider | Eye Pre-School Committee |
| Date of previous inspection | 20 January 2011 |
| Telephone number | 01733 223 242 |

Eye Pre-School was registered at its current premises in 2010. The pre-school operates from within the primary school grounds. There are 10 members of childcare staff, of whom six hold appropriate early years qualifications at level 3. The pre-school opens Monday, Tuesday, Wednesday and Thursday from 9am to 3pm and on Friday from 9am to 12 noon, during term-time only. 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 those who speak English as an additional language.

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