

Little Owl Pre-School Playgroup

Dry Drayton Primary School, Park Street, Dry Drayton, Cambridge, Cambridgeshire,
CB23 8DA



Inspection date

10 September 2015

Previous inspection date

5 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children enjoy their time in a well-resourced and interesting learning environment. They make good progress in their learning, as activities cover the seven areas of learning and are tailored to the children's individual stages of development. Teaching is good.
- Children's personal, social and emotional development is given high priority by staff. They consistently manage children's behaviour well to help them develop an understanding of right and wrong. Children are polite and friendly and are learning to take turns and share.
- Good partnerships with parents ensure they are well informed about, and supported with, their children's ongoing learning and well-being.
- Staff assess and minimise risks successfully. They are aware of the local safeguarding procedures and their responsibilities to protect children from abuse and neglect.
- The pre-school leader and management committee demonstrate a clear drive for ongoing development of the setting.

It is not yet outstanding because:

- The pre-school links with the other early years settings the children attend. However, precise details of children's learning are not always shared consistently.
- Initial assessments do not always take into account everything that is already known about what children can do.

What the setting needs to do to improve further

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

- enhance partnership working with other early years professionals, so that precise information is consistently shared and that children benefit from continuity and a highly collaborative approach in their learning and development
- strengthen initial assessments so that all information about what a child can do is used to secure timely and highly informative starting points.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school leader.
- The inspector held a meeting with the pre-school leader and chair of the management committee. The inspector also looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julia Sudbury

Inspection findings

Effectiveness of the leadership and management is good

The highly qualified manager and the management committee demonstrate a secure understanding of their roles and responsibilities across all requirements of the Early Years Foundation Stage. The arrangements to safeguard children are effective. Robust self-evaluation is used to bring about improvements. There is effective monitoring of the education programmes and children's progress. Weekly staff meetings, termly supervisions and observations of staff's teaching practice, ensure staff are supported and their practice monitored. Ongoing training is valued and parents speak highly of the setting.

Quality of teaching, learning and assessment is good

Children are cared for in a well-resourced environment and have free access to the outside area. Children are motivated and eager to learn. A good range of activities engages children in learning across all areas. Staff teaching practice is good. Support is provided for children's language development. Staff naturally join in with children's play, talking with them and helping them speak clearly. Books are regularly read and singing woven into the day. Children's emerging mathematical understanding is supported well. Staff support children to count and bring discussions about size into activities. Children are supported to think critically as they build dens. The sharing of learning records and daily feedback ensures parents are involved in their children's learning. The pre-school loans toys to families to support ongoing learning at home. There are links in place with other settings that children attend. However, these links are not yet used to their full potential to provide a highly collaborative approach to children's learning. For example, precise details of children's development, such as their next steps, are not always consistently shared.

Personal development, behaviour and welfare are good

Children's emotional well-being is given high priority. Caring and flexible relationships with key persons provide a secure base from which children learn and develop independence. Children confidently select their own toys and manage their own needs well, relative to their ages. Children help to prepare healthy snacks and are learning to wash their hands. Children have regular opportunities to be active and engage in physical play. This helps them to start to value a healthy lifestyle. Transitions into the setting are managed sensitively and in partnership with parents. Good links with the local school ensure children are emotionally well supported when they move on to school.

Outcomes for children are good

Staff support children effectively so that all children make good progress. They observe, assess and plan well for children's next stage in development. Regular assessments show children are making good progress and are well prepared for school. Children's needs are identified and well met through links with parents and external agencies. However, the pre-school is not always highly proactive in gathering comprehensive information about a child's abilities when they first start. As a result, occasionally, the assessment of starting points is delayed or does not note everything a child can already do.

Setting details

Unique reference number	221890
Local authority	Cambridgeshire
Inspection number	865995
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	12
Number of children on roll	15
Name of provider	Little Owl Pre-school Playgroup Committee
Date of previous inspection	5 March 2012
Telephone number	07712 893652 School 01954 780618

Little Owl Pre-School Playgroup was registered in 1995. They employ four members of childcare staff. All four hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The pre-school opens from Monday to Friday term time. Morning sessions are from 9am until 12 noon. Afternoon sessions are from 1pm until 3.15pm. A lunch club runs from 12 noon until 1pm. The nursery provides funded early education for two-, three- and four-year-old children.

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