

# Hail Weston Pre-School Activity Group

Hail Weston Village Hall, High Street, Hail Weston, St Neots, Huntingdon,  
Cambridgeshire, PE19 5JS



## Inspection date

30 September 2015

Previous inspection date

28 January 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The management committee has not made Ofsted aware of changes to committee members in a timely manner.
- Occasionally, staff are overly focused on their own ideas and miss opportunities to extend children's learning.
- New systems to monitor the progress of children have recently been implemented. There is scope to further embed the way this information is used to support the very highest level of achievement for all children.

### It has the following strengths

- Children enjoy their time in an interesting and well-resourced learning environment. They make good progress in their learning. A good range of activities cover the seven areas of learning and is tailored to children's individual stages of development.
- Staff consistently manage children's behaviour well to help them develop an understanding of right and wrong. Children are polite and friendly, and they 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.

## What the setting needs to do to improve further

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

#### Due Date

- ensure effective procedures are implemented so that suitability checks for members of the management committee are completed in a timely manner. 30/10/2015

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

- extend teaching by giving children more time and opportunities to share, explore and follow their own ideas in their play and learning
- embed the recently implemented process for the monitoring of children's progress to look in detail at groups of children or the areas of learning, to see where gaps can be closed even more swiftly.

## 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 spoke by phone to the 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 requires improvement

The highly qualified pre-school leader and the management committee demonstrate an understanding of their roles and responsibilities under the Early Years Foundation Stage requirements. However, the nominated person does not have effective procedures to ensure required paperwork is completed and forwarded to Ofsted in a timely manner. Ofsted is not aware of all members of the committee, meaning suitability checks have not been fully completed. However, the risks to children welfare are minimised as committee members are not left in sole charge of children. The arrangements to safeguard children are effective. The pre-school leader demonstrates a drive to develop the provision. Accurate self-evaluation is used to bring about improvements. The pre-school leader has recently extended the way she monitors children's progress. However, there is scope to further embed this so that highly focused monitoring of specific groups of children or areas of learning is undertaken. Regular staff meetings and termly supervisions 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 stimulating learning environment. Outside play is valued, supporting children who prefer an outdoor learning environment well. Effective 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 activities are part of everyday activities. Children's emerging mathematical understanding is developing. Staff encourage children to count and bring discussions about size into activities. However, occasionally staff overly lead children's play, rather than skilfully supporting it. As a result, children sometimes do not fully explore and engage in their own ideas. The sharing of learning records and daily feedback ensures parents are involved in their children's learning.

### 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. They grow vegetables and talk about healthy food. Children start to value and understand the importance of a healthy lifestyle. Transitions into the setting are managed sensitively and in partnership with parents. Strong links with the local schools 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 the next stage in children's development. Regular assessments show children make good progress and are well prepared for school. Children's needs are quickly identified and well met through links with parents and external agencies.

## Setting details

<b>Unique reference number</b>	221741
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	865956
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Hail Weston Pre-School Activity Group Committee
<b>Date of previous inspection</b>	28 January 2010
<b>Telephone number</b>	01480 214 574

Hail Weston Pre-School Activity Group has been running for over 25 years. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications, three at level 3 or above. The pre-schools opens for a range of sessions Monday to Friday, during school term times. Breakfast club is from 8.15am to 9.15am. Morning sessions are from 9.15am until 12.15pm. Lunch club runs from 12.15pm to 1.15pm. Afternoon activity sessions runs from 1.15pm to 2.15pm. A holiday club runs during the summer from 9am to 3pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

