

Great Staughton Pre-School (Piglets)

The Playing Field, Great Staughton, St. Neots, Cambridgeshire, PE19 5BP



Inspection date	10 November 2015
Previous inspection date	7 June 2010

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's speaking and listening skills are supported well. Staff encourage children to join in conversations and share enjoyable stories.
- Children learn the practical value of writing as, for example, they mark their names on their artwork and use clipboards and pencils in their imaginative play.
- There is a good emphasis on professional development. Staff are encouraged and supported to develop their skills and gain new qualifications. This helps them to deliver good quality teaching and effectively support children's good progress.
- Children develop a good understanding of their local community as they go for walks, play on the recreation ground and take part in charity events.
- Children quickly develop close emotional bonds with the staff in this small and friendly pre-school. They play confidently and welcome the staff's involvement in their play.

It is not yet outstanding because:

- Larger group activities do not always take into account the needs of younger children and those less able to sit and listen.
- Not all parents are supported to provide initial information about what children know and do at home to widen the scope of the initial assessments of children's starting points.

What the setting needs to do to improve further

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

- adapt and review larger group activities so that they retain the interest and motivation of younger children and those children less able to sit and listen
- strengthen staff's understanding of children's starting points by enhancing the ways in which parents initially contribute what they know about their children's interests and achievements at home.

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 completed a joint observation with the manager. The pre-school's self-evaluation and improvement plan were discussed.
- The inspector held a meeting with the pre-school manager and the nominated person. She looked at relevant documentation, including evidence of staff and committee suitability, some policies and procedures and children's records.
- The inspector took account of the views of parents through surveys, testimonials and comments in children's records.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified manager and her staff team have a good knowledge of how children learn and develop. They provide a safe and stimulating environment where children have fun. The arrangements for safeguarding are effective. Staff give children's safety a high priority and have a secure understanding of how to log and refer child protection concerns. Rigorous systems to check staff and committee members help to ensure all are safe and suitable to work with the children. The manager and committee offer staff effective support and there is a clear focus on their teaching skills. As a result, all staff confidently interact with children and successfully promote their good progress.

Quality of teaching, learning and assessment is good

Staff provide children with a stimulating environment that enables them to make choices about their play. Resources are plentiful and easily accessible, both indoors and outside. Children benefit from good opportunities for imaginative play. They dress up as doctors and nurses and pretend to examine each other with stethoscopes and magnifiers. Staff make the most of effective questioning as they ask children about parts of the body and tell them their pretend symptoms. Effective observation and continuous assessment of children's achievements contributes to the good progress they make. Staff know the children well and quickly identify any areas for concern. Parents are positively involved in their children's development as, for example, they share in their children's learning records and meet with staff. Staff quickly make initial assessments on what children enjoy and can do, but this does not always include contributions from parents.

Personal development, behaviour and welfare are good

Children develop their understanding of the benefits of an active and healthy lifestyle. They go for energetic walks around the recreation ground and spend time on challenging equipment. Staff talk to them about healthy foods and they try a good variety of fruit and vegetables. Children make best use of the small outdoor area as they play with natural materials, such as sand, compost and water. Staff encourage children to think about the properties of water as they experiment with what sinks and floats. Children play sharing games to help them learn to take turns and negotiate with others. Staff have high expectations of good behaviour and children are praised for being kind and helpful. Children learn about each other's backgrounds and lifestyles. They find out about their wider community, including people who help them, such as the fire service.

Outcomes for children are good

Staff provide children with strong support in their learning and development. They help children to develop good behaviour and confident social skills. Close links with the host school helps to ensure that children are well prepared for the next stage of their learning.

Setting details

Unique reference number	221745
Local authority	Cambridgeshire
Inspection number	865957
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	18
Name of provider	The Great Staughton Pre-School Committee
Date of previous inspection	7 June 2010
Telephone number	07759 382575

Great Staughton Pre-School (Piglets) has been operating since 1977 and is located in a sports pavilion adjacent to the primary school. The pre-school is open each weekday from 9am to 12 noon, during term time only. From Tuesday to Friday, there is an optional lunch club until 12.45pm. On Tuesday, Wednesday and Thursday, there is an afternoon session from 1pm to 3pm. There are four staff directly working with the children, including the manager. Of these, one holds a relevant qualification to level 4, one holds level 3 and one holds level 2. One staff member is working towards an early years qualification. The pre-school provides early education funding for two-, three- and four-year-old children.

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