

Folksworth Pre-School

The Village Hall, Elm Road, Folksworth, Peterborough, PE7 3SU



Inspection date	17 November 2015
Previous inspection date	12 January 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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

- The manager and staff are passionate and dedicated to improve practice, ensuring that each child has every opportunity to achieve their best potential.
- Staff are highly valued and well supported to gain appropriate professional qualifications to raise the quality of practice and children's outcomes.
- The quality of teaching is good and some is outstanding. Children are highly engaged and make very good progress given their starting points and capabilities.
- Parents are positive about the pre-school. They receive regular information about their children's progress and suggestions of how to support their continuing development at home.
- Staff are friendly, kind and approachable. They develop respectful relationships with the children, who are confident and are developing independence in their play and self-care routines.

It is not yet outstanding because:

- The manager has not yet fully implemented arrangements to enable all staff to improve the quality of teaching consistently to the highest level.
- Although staff gather information from parents about the children when they first start, it does not include sufficiently detailed information about what their children already know, understand and can do on entry, to firmly establish their starting points.

What the setting needs to do to improve further

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

- strengthen the arrangements to further enhance the quality of teaching, support and mentoring for all staff
- enhance the information gathered from parents about what children already know, understand and can do when they first start at the pre-school.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager and provider, and spoke with staff and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school and of committee members.
- The inspector spoke to a small selection of parents during the inspection and took account of their views together with written parental feedback.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

Leaders are deeply committed to improving pre-school practice to provide a safe and stimulating environment in which children can thrive. They have successfully implemented changes to address the recommendations raised at the last inspection. Self-evaluation is accurate. The manager has effective systems in place which review the impact of teaching and the progress children make. She regularly reviews practice with staff and she values their contributions to further improve the pre-school. The arrangements to safeguard children are effective. Staff understand their role to protect children from harm and the procedures to follow should they have any concerns. Partnerships with other professionals are very effective in ensuring children benefit from consistency and continuity in their care and learning. Partnerships with local schools are extremely effective in supporting children's emotional well-being for the move to school.

Quality of teaching, learning and assessment is good

Enthusiastic staff have high expectations of what children can achieve. They have a good understanding of how children learn and develop, and encourage children to pursue their own ideas and interests. Staff regularly observe children and assess their progress in their learning and development. Staff plan effectively to support children's ongoing progress and their individual interests. Children are active learners and enthusiastically engage in a good range of activities which support their different learning styles. Children who prefer to learn outside enjoy playing imaginatively. They position larger building bricks to create a raised seat, announcing they are pilots. Staff talk to them as they play and together they explore air travel. Children investigate the capacity of containers and explore spice and rice as they act out their experiences of restaurants. Staff join in with play and support children's emerging interests to write for themselves. Older children are eager to participate in short group activities which focus on developing skills to support the move to school. Children demonstrate high levels of concentration as they learn to take turns and listen to instructions when they play games with staff.

Personal development, behaviour and welfare are good

Staff ensure settling-in arrangements are flexible to meet the individual needs of each child. They are very effective in supporting all children, especially those who speak little or no English when they first start. They use a range of effective strategies which support children's emotional well-being as well as their gradual understanding of English. Children settle quickly and demonstrate they feel safe and secure with staff. Staff teach children how to keep themselves safe as they play and prepare their own snack. Staff are good role models and gently remind children to be kind to each other, which reflects the pre-school's rules. Children learn about other customs and cultures with staff. They explore the story of Diwali together and enjoy designing their own rangoli patterns.

Outcomes for children are good

Children make good progress given their starting points and capabilities. They develop good skills and attitudes to support their future education.

Setting details

Unique reference number	221869
Local authority	Cambridgeshire
Inspection number	1003862
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	20
Name of provider	Folksworth Under Fives Committee
Date of previous inspection	12 January 2015
Telephone number	07542172075

Folksworth Pre-School was registered in 1979 and is committee run. The committee employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status. The pre-school is open term time only on Mondays, Tuesdays, Wednesdays and Fridays each week. Sessions are from 9am until 3pm. 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

