

# Earith Pre-School 7

The Earith Community Organisation Building, Earith School Grounds, School Road,  
Earith, Huntingdon, Cambridgeshire, PE28 3QB



## Inspection date

8 December 2015

Previous inspection date

16 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- A broad programme of professional development has developed staff's knowledge and strengthened their teaching skills. This helps them to ensure that all children make good progress in their learning.
- Staff and managers work as a cohesive team. They deploy themselves well to support children in their learning and keep them safely supervised.
- Children and staff have warm and affectionate relationships. They are confident to approach staff for help and welcome their involvement in their games.
- Secure partnerships with parents helps to support children's emotional well-being. Parents have a high regard for the pre-school and share frequently in their children's learning experiences.
- Children benefit from a broad range of enjoyable learning experiences that are tailored well to their individual interests. In particular, staff promote children's speaking and listening skills well in readiness for the move on to school.

### It is not yet outstanding because:

- Group activities are not always adapted effectively to motivate and engage the children. Younger children and those less able to listen do not sustain their interest and become distracted.
- Staff do not always make the most of opportunities to expand children's understanding of counting or comparing size and quantity.

## What the setting needs to do to improve further

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

- review group activities to take account of children's differing needs and abilities, helping them to sustain their interest and strengthen the learning possibilities.
- make the most of all opportunities to develop children's understanding of counting and comparing size and quantity.

### Inspection activities

- The inspector observed the children during their activities and their interactions with staff. She looked at the areas of the premises used by the children indoors and outside.
- The inspector completed a joint observation with the pre-school manager. The pre-school's action plan for improvement was looked at and discussed.
- The inspector held a meeting with the pre-school manager and the chairperson of the management committee.
- Relevant documentation was looked at, including evidence of the suitability of staff and committee, some policies and procedures, and children's learning records.
- The inspector spoke to a small selection of parents during the inspection and looked at comments in the children's records. Results of a parents' survey were also taken into account.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff have addressed the weaknesses from the last inspection well. They have implemented clear and regular assessments to help to ensure that all children make expected progress. An effective improvement plan and thorough self-evaluation support an enthusiastic drive towards high-quality provision. The new management committee has robust procedures to help them to carry out their responsibilities. Safeguarding is effective. All staff attend regular child protection training. They demonstrate a clear understanding of their role in protecting children from harm. An increasingly good partnership with the host school helps to prepare children well for their move into the Reception class.

### Quality of teaching, learning and assessment is good

Children benefit from a broad range of learning experiences that reflects their individual interests and learning styles. Staff know the children well and are alert to any signs of developmental delay. Effective partnerships with other agencies, such as speech and language specialists, help staff to provide disabled children and those with special educational needs with strong support. Children become highly involved in activities that interest them. They play for long periods in the mud kitchen and hunt for worms in the soil. Staff draw children's attention to the noises around them. They watch for birds and aeroplanes that fly overhead. Children enjoy imaginative play and make good use of the varied dressing-up clothes and shoes. Children learn to make marks as, for example, they draw, paint and write their names. Staff are adept storytellers, who draw children into the story through lively interpretations of familiar books.

### Personal development, behaviour and welfare are good

Staff provide a stimulating environment, where there is a good choice of accessible resources, both indoors and outside. Children's self-reliance is supported well because staff encourage them to do things for themselves. They find binoculars to hunt for pirates and enthusiastically prepare their own snacks and drinks. Staff successfully help children to settle in when they start pre-school. They offer home visits to new parents and encourage them to contribute detailed information about their children's interests and home lives. Children learn about their own community as they go on walks and invite in local visitors, such as the dentist. Staff talk to them about different countries and religions and how other people live. Children develop good behaviour. Staff are good role models and encourage all to follow the 'golden rules', such as being kind, sharing and taking turns.

### Outcomes for children are good

Staff support children to make good progress from their starting points. Children develop sociable, confident attitudes and enjoy their learning. They gain the skills they need to be ready for the move on to school.

## Setting details

<b>Unique reference number</b>	221818
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1004222
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Earith Pre-School 7 Committee
<b>Date of previous inspection</b>	16 January 2015
<b>Telephone number</b>	01487 8414 78(8am to12)

Earith Pre-school 7 opened in 1970 and is a registered charity managed by a committee of parents. Opening times are Monday to Friday, from 9am until 1pm, during school term time. On Monday, Tuesday, Wednesday and Friday the pre-school is open until 3pm. On Thursdays during the summer term the pre-school has an afternoon session for children who start school in September. The pre-school receives funding for eligible two-, three- and four-year-old children. There are four members of staff employed to work with children. All of these are qualified at level 3.

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