

Foxton Pre-School

Foxton Village Hall, 11 Hardman Road, Foxton, CAMBRIDGE, CB22 6RN



Inspection date	10 December 2015
Previous inspection date	5 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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, committee members and staff demonstrate a strong commitment to continually develop practice to improve outcomes for children. They have made significant improvements since their previous inspection. Documentation is well organised and easily accessible. They thoroughly evaluate the service they provide to maintain a high-quality provision.
- The quality of teaching is strong. The well-qualified staff team plans a wealth of interesting learning activities that ignite children's curiosity. They learn about occupations and ways of life from visiting professionals and people within the community. Children enjoy the experience of travelling on a train. They visit an air museum where they take part in interactive experiments.
- The effective key-person system enhances relationships with children and their families. Children develop a strong sense of security and trusting relationships with their key person, each other and visitors. For example, children eagerly volunteer to be a special friend to a new child visiting the pre-school.
- Staff meet children's individual needs extremely well. They work in partnership with other professionals to successfully support disabled children and those with special educational needs.

It is not yet outstanding because:

- The initial information about children's learning that the pre-school obtains from parents is not always sharply focused to fully support their early identification of children's precise learning needs.
- Staff do not extend the partnership with all other settings that children attend so that children's learning and development are shared more to further support their continuity in learning.

What the setting needs to do to improve further

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

- extend the level of initial information obtained from parents to include further detail of children's development, in order to plan more precisely for their continued progress from an early stage
- extend the partnerships with other settings that children attend, sharing more precise information about their learning and development.

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 joined staff and children on a visit to the local church.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed a planned activity and jointly evaluated this with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as children's development and assessment records, and the pre-school's self-evaluation.
- The inspector looked at evidence of the suitability of committee members and 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

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified manager and pre-school committee members take their roles seriously. They work very well together to run the pre-school efficiently and with enthusiasm. The arrangements for safeguarding children are effective. For example, staff know how to act swiftly to meet children's needs in the event of a child protection concern. Clear arrangements for staff supervision and opportunities for regular training promote good outcomes for children. Committee members also attend training. They have an in-depth understanding of robust recruitment procedures to ensure all persons working with children are suitable. The manager's attention to reviewing the educational programmes ensures that any gaps in children's learning are quickly addressed.

Quality of teaching, learning and assessment is good

Children engage in a wide range of exciting activities that truly reflects their interests. They welcome staff's sensitive interaction in their play. Staff promote children's communication and language development very well. Children have immense fun re-enacting a familiar story. Staff model effective listening skills and build on children's vocabulary as they teach them the meaning of new words, such as sticky. Staff introduce children to mathematical ideas. They help them to count how many children are present and encourage them to estimate the size of paper they need to wrap presents in Santa's workshop. Staff promote children's expressive art and design skills well. Children independently select from the rich range of decorative materials to decorate their presents. They develop superb control and coordination of their hands as they use scissors to cut tape. Children learn to link letters to sounds. Staff sound out the letters of the words children choose to write on tags to attach to their presents. Staff's genuine interest and praise in children's play motivates children to persevere at challenging activities. Children work out, through trial and error, how to operate the large, inflatable snow globe.

Personal development, behaviour and welfare are good

Children confidently burst into the pre-school with excitement and are immediately ready to learn. Staff are good role models. They calmly and consistently help children to respect each other's feelings and support them to take turns with toys. Children follow a strict hygiene routine. They know why they need to wash their hands after using the toilet, blowing their own noses and before eating. Children are independent. They clear away their own plates and cups following mealtimes and manage their outer clothing well. Staff provide good opportunities for children to develop their physical skills outdoors in the fresh air. The ongoing sharing of information successfully involves parents in every aspect of their children's care and learning. Parents describe the staff team as professional and comment that they feel their children are loved and well cared for during their time in pre-school.

Outcomes for children are good

All children make good progress in relation to their starting points. Effective links with local schools support children as they move on to school. Staff adopt the same teaching methods used within local schools to create a consistent approach to children's learning.

Setting details

Unique reference number	EY376520
Local authority	Cambridgeshire
Inspection number	1028354
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	18
Name of provider	Foxton Pre-School
Date of previous inspection	5 June 2013
Telephone number	07546 078 012

Foxton Pre-School was registered in 2008. It is managed by a voluntary committee. The pre-school employs five members of childcare staff, all hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday, Wednesday and Thursday from 9am until 3.15pm, during term time only. It provides funded early education for three- and four-year-old children and supports disabled children and those with special educational needs.

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