

Little Paxton Pre School

Little Paxton Primary School, Gordon Road, Little Paxton, ST. NEOTS,
Cambridgeshire, PE19 6NG



Inspection date 26 January 2016
Previous inspection date 30 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children benefit from a broad range of stimulating learning experiences indoors and outdoors. Staff use their good teaching skills effectively to promote children's learning and help them to be ready for school.
- Children and staff have very good relationships, which creates a happy and caring environment. Staff teach children about good behaviour and praise them for sharing and being kind to their friends.
- The management committee and the staff team have a strong commitment to the continuous improvement of the pre-school. They have worked hard to implement positive changes and develop the quality of the provision.
- Staff work together well and have formed a strong team. They deploy themselves efficiently so that children play safely and have the support they need to extend their learning.
- Children develop their independence skills very well. They have many opportunities to do things for themselves and staff positively encourage them to carry out practical tasks.

It is not yet outstanding because:

- Managers and staff effectively check the progress that individual children make in their learning. However, the tracking and comparison of the progress of different groups of children is not as thoroughly embedded.
- Parents and staff share information effectively about children's ongoing learning and development. However, information gathered from parents when their children first start attending the pre-school is occasionally inconsistent.

What the setting needs to do to improve further

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

- extend the tracking of children's learning to include all different groups of children who attend in order to support them all to make the best progress possible
- enhance the consistency of the information gathered from parents when their children first attend the pre-school in order to more precisely and promptly plan for children's initial learning needs.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of teaching and spoke to staff about how they plan for children's progress.
- The inspector looked at the premises and the resources available to the children.
- A range of documentation was looked at, including staff suitability and training, some policies and procedures, and children's records.
- Discussions were held with a number of parents and their views and comments were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Children's safety is given a high priority. All staff attend child protection training and have a good understanding of the procedures to protect children from abuse or neglect. The qualified staff team benefits from regular training opportunities to enhance their knowledge. The manager works with them to evaluate their teaching and develop a consistent approach that supports children's learning well. Children's moves into the school are managed effectively. They make regular visits to school, meet teachers and take part in school dinners. Parents speak highly of the pre-school. They receive regular updates about their children's learning and meet with their key person to share home learning experiences. This helps to ensure there is a mutual understanding of children's ongoing learning needs.

Quality of teaching, learning and assessment is good

Staff observe the children as they play to identify their emerging interests. They carry out frequent assessments that help to ensure all children develop to their individual strengths. The manager compares the progress of some groups of children, but this is not yet extended to all. Staff skilfully support children's mathematical knowledge as, for example, they encourage them to count and match differing objects. Children choose books to share with staff spontaneously and join in with group story times with enthusiasm. Staff provide varied activities that help children to experiment with change and difference. They pour salted water over ice and speculate about what might happen next. Children make independent choices from the well-organised resources.

Personal development, behaviour and welfare are good

Children arrive with smiles and staff welcome them cheerfully. They quickly settle in to their activities and show that they feel safe and secure. Staff work closely with parents when children first start to help with the move into pre-school. However, not all parents are asked for the same detailed information about children's initial learning needs. In some instances, this is because staff already know the families. Nonetheless, staff do not always have a comprehensive understanding to help them to promptly provide children with engaging activities. Children enjoy sociable snack times where they prepare and serve healthy fruits and vegetables. The well-equipped outdoor play areas enable children to practise their physical skills, such as using logs for balancing. Staff treat children with respect and are good role models. They help children to appreciate each other's differences as, for instance, they encourage them to share the languages they hear at home.

Outcomes for children are good

Children make good progress in their learning from their starting points, including disabled children and those with special educational needs. They develop the key skills they need and are prepared well for starting school.

Setting details

Unique reference number	EY388676
Local authority	Cambridgeshire
Inspection number	1014157
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 - 5
Total number of places	25
Number of children on roll	68
Name of provider	Little Paxton Pre-School Committee
Date of previous inspection	30 April 2015
Telephone number	01480 356039

Little Paxton Pre School was registered in 2009. The pre-school employs six members of childcare staff. All of these hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon and from 12 noon until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are a small number of disabled children and those with special educational needs on roll.

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