

St Leonards, Brington

St. Leonards Hall, Brington, Huntingdon, Cambridgeshire, PE28 5AD



Inspection date

29 January 2016

Previous inspection date

7 March 2011

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

- Staff are positive role models who provide gentle guidance, encouragement and praise, helping children to behave well. Children make friends easily, play cooperatively together and show kindness and consideration to each other.
- The pre-school is committed to offering high-quality provision for all. Managers have a clear vision for the pre-school and use self-evaluation effectively to set targets and drive improvement. This is done with the support of the well-qualified staff team and with parental input.
- Partnerships with parents, local schools and external professionals are key strengths of the pre-school. This successfully promotes consistency and continuity of care and learning, and children are well supported as they transfer to other settings, including school. Parents speak very highly of the pre-school and fully appreciate staff's dedication to providing high-quality care.
- Equality and diversity are promoted well. Children learn about different cultures within their local community and the wider world. They have access to a good range of learning experiences that enhances their understanding.

It is not yet outstanding because:

- Staff observe children during activities but their evaluation does not always sharply focus on how activities can be adapted and improved to provide maximum levels of challenge for children.
- The programme of continuous professional development for staff is not yet sharply focused to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- evaluate information gained from observations to focus more precisely on how activities can be adapted and improved to offer the very best levels of challenge for children
- strengthen the evaluation of staff teaching so that specific areas for improvement for individuals can be identified and supported through targeted professional development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector looked at the children's learning and development files and their assessment records.
- The inspector held discussions with the manager and the nominated person. She sampled a range of policies and procedures, including safeguarding, attendance records, registration documents and self-evaluation documents.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability of committee members. She also looked at the suitability and qualifications of staff working directly with the children.

Inspector

Laura Waller

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Robust recruitment and vetting procedures ensure that staff are safe and suitable to work with children. Staff have a clear understanding of their roles and responsibilities and know the appropriate action to take if they are worried about a child's welfare. Observations of staff practice, supervision and support of the staff team are undertaken regularly. Staff complete mandatory training, including paediatric first aid. The manager frequently monitors children's progress and has high expectations that any gaps in learning should be narrowed as quickly as possible. She carefully considers how to allocate funding to maximise children's achievement. Staff work closely with external agencies to support disabled children and those with special educational needs. They understand, assess and meet all children's individual care and learning needs well.

Quality of teaching, learning and assessment is good

The staff get to know children well through regular observation and assessment of their development. They use children's emerging interests to plan activities that engage and motivate them to learn. Staff use effective questioning and conversation to promote the development of good communication and language skills. They use strategies, such as simple signing and pictures, to help support all children to learn. Staff weave mathematical teaching into a good range of activities and routines. As children play, they count and compare shapes and sizes. They enjoy using the role-play toys and use their imaginative skills well. Children are developing good literacy skills. There are many opportunities for them to explore books and they eagerly snuggle in with staff to enjoy a story. On arrival, children find their name cards for self-registration and use a variety of media as they enthusiastically draw pictures and write their name. These are some of the skills that prepare children for future learning at school.

Personal development, behaviour and welfare are good

The pre-school places high importance on children feeling secure and provides a very welcoming environment. Children of all ages display confidence and are clearly happy and settled. This is because they are well supported through settling-in sessions, enabling them to build strong relationships with their key person. Children are learning to adopt healthy lifestyles. They enjoy choosing from a selection of healthy snacks and relish the social lunchtime session when all children come together. They follow good hygiene routines and are keen to be physically active. Children eagerly climb on, and crawl under, the climbing frame. They manoeuvre wheeled toys competently and with great delight. Staff foster children's independence well. They encourage children to put on their clothing for outdoor play, select resources and help to tidy away toys.

Outcomes for children are good

All children, including disabled children and those with special educational needs, are progressing well from their starting points. Children are inquisitive and motivated to learn. They enjoy activities and are acquiring the key skills they need for future learning and for school.

Setting details

Unique reference number	221839
Local authority	Cambridgeshire
Inspection number	865987
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	30
Number of children on roll	22
Name of provider	St Leonards Pre-school Committee
Date of previous inspection	7 March 2011
Telephone number	01832710020

St Leonards, Brington was registered in 1993. The pre-school employs nine members of childcare staff. Of these, one holds Qualified Teacher Status, and six hold appropriate early years qualifications ranging from level 2 to level 5. The pre-school opens Monday to Friday during term time only. Sessions are on Monday, Wednesday, Thursday and Friday from 8.45am until 11.15pm and from 12.15pm to 2.45pm. There is a lunch club from 11.15am to 12.15pm. On Tuesdays, the pre-school runs a rising fives session from 12.15pm to 2.45pm. After-school sessions are on weekdays from 3pm until 6pm during term time. The pre-school opens from 8.30am to 6pm for four weeks in the summer holidays. It provides funded early education for two-, three- and four-year-old children.

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