

Helpston Playhouse And Under Fives Pre-School & Out of School Club



John Clare Primary School, West Street, Helpston, PETERBOROUGH, PE6 7DX

Inspection date

14 March 2016

Previous inspection date

20 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 leadership team is ambitious to achieve a high-quality learning environment for children. Effective self-evaluation procedures are in place. There is a keen drive to continue improving and to raise outcomes for children.
- The quality of teaching is consistently good and, occasionally, outstanding. Children are encouraged to become independent and are supported effectively by staff to take responsibility for age-appropriate tasks. For instance, they enjoy being the weekly indoor helper and looking after the pre-school's toy bear, Freddy at home.
- Children of all ages and abilities are motivated to learn. Staff use a range of purposeful equipment and successfully support disabled children and those with special educational needs.
- All children, including disabled children and those with special educational needs for whom the setting receives additional funding, make good levels of progress in their learning and development.

It is not yet outstanding because:

- Although a good range of staff supervision practice takes place, evaluations of teaching are not yet fully embedded to raise the quality of teaching to an even higher level.
- Staff do not always make the best use of opportunities to further extend children's developing skills in mathematics.

What the setting needs to do to improve further

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

- embed systems already in place to enhance the mentoring and support offered to staff so that the quality of teaching is continuously raised to an even higher level
- provide children with even more opportunities to develop their interest in numeracy and further extend their understanding of mathematical language.

Inspection activities

- The inspector spoke to staff members and children at appropriate times during the inspection.
- The inspector held meetings with the committee chairperson and pre-school manager.
- The inspector completed a joint observation with the pre-school manager.
- The inspector looked at relevant documentation, such as the provider's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Andrea Price

Inspection findings

Effectiveness of the leadership and management is good

The experienced manager demonstrates a secure knowledge of her role. She fully understands her responsibilities to support all children to achieve their best, and to keep them safe. The arrangements for safeguarding are effective. Staff have a secure understanding of the policy and procedures to follow should they have a concern about a child's welfare. The staff team works well together and regularly updates their knowledge and skills. This successfully enhances the learning experiences offered to children. The manager regularly monitors the level of progress made by different groups of children. When children make less than expected progress in their learning and development, additional support is put in place swiftly. Staff work collaboratively with a range of other professionals.

Quality of teaching, learning and assessment is good

Very successful strategies encourage parents to become fully involved in their child's early education. Staff regularly provide parents with summaries of their children's achievements and offer suggestions about how they can support learning at home. Children are developing very good communications skills. Staff engage them in meaningful conversations. They talk to children about the different parts of a flower as they paint, including words, such as stem, petal and thorn. Children enjoy using their imaginations. They revisit previous interests, building 'igloos' from sand and talking excitedly with staff about who lives inside. Staff successfully engage with children during play and offer suggestions which enable them to think critically and make improvements to their designs.

Personal development, behaviour and welfare are good

Effective settling-in procedures are in place. Staff offer home visits to parents. They work well with parents and carers to gather and share relevant information. The key-person system is in place and effective. Staff demonstrate very good knowledge of individual children and are able to identify ways to support their learning and development even further. Children understand the rules of the pre-school. They independently dress themselves appropriately when they choose to access the outdoor learning environment, and put on their slippers when inside. Children know where to store their personal belongings and remind their friends to keep the floor clear to prevent accidents. Staff supervise children well during play. They purposefully question children, enabling them to think and share their ideas. Children show that they consider risks as they climb trees, knowing to hold on and not to go too high.

Outcomes for children are good

All children make good progress in their learning and development. Where children's starting points are below those of other children of a similar age, assessments show that improvements are ongoing. Children acquire the skills needed for their future learning, such as school. They demonstrate a good understanding of the need to take turns and keep each other safe. They successfully negotiate with others when minor disagreements occur and are able to solve problems independently.

Setting details

Unique reference number	256770
Local authority	Peterborough
Inspection number	854908
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	3 - 11
Total number of places	20
Number of children on roll	49
Name of provider	Helpston Playhouse And Under Fives Pre-School Committee
Date of previous inspection	20 March 2009
Telephone number	01733 253243

Helpston Playhouse And Under Fives Pre-School & Out of School Club opened in 1972 and registered again in 1992. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3.15pm, except on Friday when the pre-school ends at 2.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The out-of-school club opens from 8am until 9am and 3.15pm until 6pm, except on a Friday when the club opens at 2.15pm during term time only.

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