

Isleham Pre-School

3a Malting Lane, Isleham, ELY, Cambridgeshire, CB7 5RZ



Inspection date

11 March 2016

Previous inspection date

17 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager demonstrates exceptional leadership qualities and a drive for improvement that is both inspirational and uncompromising. This has a great impact on staff who equally demonstrate a great commitment to providing children with the very best early years experiences. Unsurprisingly, children make excellent progress in their care.
- All staff demonstrate outstanding teaching abilities. They know how and when to intervene as children play and the ways in which they can extend children's learning to the highest level. Consequently, children are keen to investigate and learn from a young age.
- Excellent procedures are in place to monitor children's progress and the educational programme provided. When indicated, necessary actions are taken swiftly to help children progress to the very best of their abilities.
- Partnership working with parents and other providers where children also attend is outstanding. Information sharing is consistent, with all parties ensuring their work is coordinated and children's development enhanced at all times. This contributes exceptionally well to children's overall development and their sense of well-being.
- Planning for children's next steps in learning is second to none. Staff use their astute observations to make sure children continue to be inspired to take part in the highly challenging activities available.
- There is an air of vibrancy and enthusiasm at the pre-school from the moment children first arrive. They never tire of exploring the outstanding resources and activities available to them whether this is with friends, alone or accompanied by staff.

What the setting needs to do to improve further

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

- continue to build on the excellent programme of professional development for staff to maintain and extend their skills even further.

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and members of the committee. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jacqueline Baker

Inspection findings

Effectiveness of the leadership and management is outstanding

Excellent procedures for self-evaluation are embedded in practice and reflect the ideas of all concerned with the pre-school including the committee, staff, parents and children. Action plans for improvements are stringent and firmly targeted on enhancing children's experiences to the highest level. The manager leads her staff team with great dedication and enthusiasm. Excellent teaching is expected and staff have excellent opportunities to improve their skills and knowledge to support children effectively. That being said, there are plans for staff to undertake further innovative professional development opportunities to enhance their abilities even more. The arrangements for safeguarding are effective. Staff know the procedures to follow if they have concerns about children and are attentive to children's safety at all times. Recruitment procedures are robust and this means only the best staff are employed.

Quality of teaching, learning and assessment is outstanding

Children thrive at the pre-school. They find a wealth of highly stimulating activities available to them both inside and out, all of which keeps them busy and active throughout the session. Children learn about their environment and the seasons. They undertake experiments to help them understand how plants survive, they observe how tadpoles develop and are able to use equipment to measure rainfall and predict the weather. Regular visits to the allotment provide opportunities for staff to teach children about growing vegetables, and about living things, such as worms and the chickens on the nearby patch. Children are keen readers and are content to share books with parent helpers and staff both at the pre-school or snuggled up in the shed at the allotment. Children's mathematical skill is developed as they make biscuits with staff who demonstrate excellent teaching at this time.

Personal development, behaviour and welfare are outstanding

Staff know children exceptionally well and are highly skilled at building strong emotional bonds with each one. Children's high levels of confidence and sense of self-worth are promoted at every opportunity. For example, children's independent creativity is truly valued by staff and artwork is celebrated and displayed for all to admire. Staff use consistent strategies to support children's behaviour, which means children learn to play happily together. Nutritious foods are promoted during meal and snack times and this complements the excellent activities children take part in, such as growing fruit and vegetables. In this way children learn about healthy lifestyles from first-hand experiences.

Outcomes for children are outstanding

Children's early years experiences prepare them exceptionally well for school. Children learn to communicate effectively and are confident, independent learners. Transitions to school are well planned and support children well at this potentially unsettling time. Parents' active involvement in children's learning both at home and at the pre-school is also an excellent contributory factor in children's success at a young age.

Setting details

Unique reference number	221894
Local authority	Cambridgeshire
Inspection number	865996
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	2 - 5
Total number of places	26
Number of children on roll	54
Name of provider	Isleham Under Fives Association
Date of previous inspection	17 November 2011
Telephone number	01638 781 212

Isleham Pre-School was registered in 1985. The pre-school employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the manager holds a level 6 qualification. The deputy holds Qualified Teacher Status. The pre-school opens from Monday to Friday term time only. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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