

Fenstanton Pre-School

The Mobile, School Lane, Fenstanton, Huntingdon, Cambridgeshire, PE28 9JR



Inspection date

28 June 2016

Previous inspection date

29 February 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The procedures implemented to monitor practice and support staff to raise the quality of teaching and children's achievements to a consistently higher level are not yet fully effective.
- At times, staff do not deploy themselves well enough to ensure that they are able to respond to children's emerging needs and interests, particularly the older boys.
- Not all parents receive detailed and regular feedback on their children's achievements and interests at pre-school to help them to support and complement children's learning at home.
- There is not yet a secure analysis of the progress of different groups of children, in order to identify and address any gaps that may arise in the provision.

It has the following strengths

- Since the last inspection, the management committee and staff have worked hard to improve the overall provision. They have responded well to support and guidance. Most weaknesses have been addressed and committee members have an increased awareness of their legal responsibilities.
- Children have an enjoyable time in the pre-school and develop confident attitudes. Most children, including those who speak English as an additional language, make steady progress in their learning.
- Staff have established secure partnerships with the local school and other providers who share care of the children. In particular, children are prepared effectively for their move into the Reception classes.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> provide all staff with support, training and coaching to raise the quality of teaching to a consistently higher level, in order to support all children to make good progress in their learning 	22/07/2016
<ul style="list-style-type: none"> ensure that staff deploy themselves effectively so that they are able to respond to children's emerging needs and interests through positive, timely interactions, in order to support them to make good progress in their learning. 	22/07/2016

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

- improve the range of information given to parents about their children's development at pre-school, in order to more effectively guide them to support their children's learning at home
- extend the monitoring of children's progress to include the different groups of children attending the setting to help them all to make as much progress as possible.

Inspection activities

- The inspector carried out a joint observation with the manager. The quality of teaching was evaluated and discussed.
- The inspector observed the children during their activities 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, both indoors and outside.
- A range of documentation was looked at, including staff suitability and training, a sample of policies and procedures and children's records. A meeting was held with a representative of the management committee.
- 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 requires improvement

The management committee now ensures that all committee members are notified to Ofsted and necessary checks are carried out. Records are safely stored on the premises. Committee members and staff are continuing to work through their action plan and develop a self-evaluation process. Safeguarding is effective. Staff and committee members have a suitable understanding of local safeguarding procedures and are aware of their responsibilities to keep children safe. The manager has implemented systems to monitor staff performance. However, these are in their infancy and, as yet, do not focus sufficiently on raising the quality of teaching. Partnerships with other settings and the school have been successfully established. Parents speak warmly of the pre-school. They feel their children are prepared well for school. However, methods that inform parents of their children's achievements, along with guidance to extend children's learning at home, are not consistently implemented.

Quality of teaching, learning and assessment requires improvement

Staff plan and provide enjoyable activities for children that cover all of the areas of learning. However, the quality of teaching is, at times, variable. New planning for children's learning has recently been implemented and staff are gaining confidence in assessing individual children's progress. Staff know the children well and have an instinctive understanding of their needs and interests. Children join in activities with enthusiasm. For example, they act out a favourite story, screaming with excitement as the bear chases them home. Children develop their independence as they choose from good quality and well-organised toys and equipment. Staff involve children in tasks that develop their sense of responsibility, such as cutting up fruit for snack.

Personal development, behaviour and welfare require improvement

Staff ensure that children are supervised to keep them safe. However, staff deployment is not always as effective when children need guidance. For instance, occasionally older boys have a tendency to play aimlessly outdoors. Staff are not always on hand to intervene appropriately to encourage purposeful learning and promote their good progress. Nevertheless, children have enjoyable experiences overall. They look forward to coming to pre-school and form good relationships with staff and each other. They behave well and play cooperatively together. Children's physical development is supported effectively. Children confidently clamber on equipment and balance on logs. They learn to use brushes, pencils and safety knives with skill.

Outcomes for children require improvement

Most children develop in accordance with expectations but not all make good progress in their learning. Nevertheless, they converse confidently with adults and understand polite behaviour. They have good opportunities to learn to write and draw. They recognise their name cards and enjoy story times. The pre-school's partnerships with the local schools help children to be prepared for their new learning experiences. Children who need additional support are identified and referred to other appropriate professionals, such as speech and language specialists.

Setting details

Unique reference number	221819
Local authority	Cambridgeshire
Inspection number	1041906
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	53
Name of registered person	Fenstanton Pre-School
Registered person unique reference number	RP904540
Date of previous inspection	29 February 2016
Telephone number	01480 496 156

Fenstanton Pre-School was registered in 1992. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

