

# Pre-School at Shirley

Shirley Community Nursery and Primary School, Nuffield Road, Cambridge,  
Cambridgeshire, CB4 1TF



## Inspection date

Previous inspection date

11 October 2016

23 September 2013

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

- Children enjoy their time in a well resourced and interesting learning environment and are making good progress. Learners who prefer an outside environment are well supported through free access to the setting's stimulating and welcoming garden.
- Staff are positive role models. They consistently manage children's behaviour well to help them to develop an understanding of right and wrong. Children are polite and friendly and are learning to take turns and share. They are confident and happy and involve others in their games.
- Staff provide extra activities for children's enjoyment and physical development. For example, a regular yoga session helps children develop new skills. They listen to instructions well and show pleasure as they respond and move like lions and giraffes.
- The management team demonstrates a clear drive for ongoing development of the setting. Leaders understand the needs of the local area and have tailored the provision to meet these. Self-evaluation is effectively used to drive continuous improvements and staff development is highly valued. Parents' views are sought and acted upon.

### It is not yet outstanding because:

- The revised system to track and monitor children's progress is not yet fully embedded in practice. As yet, it does not identify any emerging gaps in children's learning and development as promptly as possible.
- Not all staff's teaching skills are highly developed. While they naturally join in with children's play, some staff do not consistently recognise opportunities to extend and build on what children can already do.

## What the setting needs to do to improve further

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

- review the new tracking system fully to help staff get a more prompt and specific overview of where individual children and different groups of children are at in their learning in order to identify any gaps swiftly
- strengthen staff's skills in recognising the spontaneous learning opportunities in all that children do, to continually support, extend and build on what children already know.

### 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 spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school leader.
- The inspector held a meeting with the management team. The inspector also looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julia Sudbury

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff can recognise the signs and symptoms of possible abuse and are confident about how to record and report concerns regarding a child's welfare. Up-to-date training in safeguarding, food hygiene and first aid helps staff to provide appropriate care for children. Vigilant staff carry out regular risk assessments to ensure children's safety. Effective induction procedures, regular supervision and team meetings are used to develop staff practice. There are good links with local agencies, such as the children's centre, to help children receive any additional support they need. Parents speak highly of the setting. They value the support staff have provided to extend children's learning, both in the setting and at home.

### Quality of teaching, learning and assessment is good

A wide range of activities engages children in learning across all areas, both inside and outdoors. Effective support is provided for children's language development. Staff join in with children's play, talking with them and helping them speak clearly. Visual cues support children who are learning English as an additional language or those less confident at speaking in groups. Opportunities for early mathematical development are provided. Children work out if they need more butter as they bake cakes, looking for the correct number on the scales. Discussions about size are woven into activities and children learn words like huge and tiny. The sharing of learning records, daily feedback and parents' evenings ensure parents are actively involved in their children's learning. Staff have a good understanding of each child and use their interests well to plan experiences that children enjoy. Regular observations and assessments help to ensure children achieve their expected milestones.

### Personal development, behaviour and welfare are good

Children settle quickly at the setting and have caring and flexible relationships with their key person. They are supported well to make the move from home to the setting. Children's independence is developing well. They confidently wash their hands after activities, often without prompting. They know where their peg is and how to access their coats before going outside. Children are learning about healthy lifestyles. They are provided with healthy snacks and have regular opportunities to be engaged in physical play. Good links with the local school ensure children are emotionally well supported when they move on to school. Children show caring attitudes towards one another.

### Outcomes for children are good

Children are motivated and eager to learn, regularly returning to activities to strengthen their learning. They spend time exploring magnets, working out what is metal and what is not. They show delight as they feel the pull of stronger magnets in their hands. Outside, children work out how to put together structures to roll balls and cars down. When playing with dough, children are supported to use rolling pins correctly to make the dough flat. Children develop balancing skills as they practise climbing over and across crates or ride scooters. Children gain the key skills they need to be ready for the next stage of their learning, including school.

## Setting details

<b>Unique reference number</b>	EY461579
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1066835
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Cambridge Associates In Management Limited
<b>Registered person unique reference number</b>	RP524790
<b>Date of previous inspection</b>	23 September 2013
<b>Telephone number</b>	01223 712256

Pre-School at Shirley was registered in 2013 and is one of two settings owned by Cambridge Associates in Management Limited. It offers funded early years education for eligible two-, three- and four-year-old children. The pre-school supports children who are learning English as an additional language. The pre-school is open each weekday, during school term time, from 9am until 3pm. Children attend for a variety of sessions. The pre-school employs seven members of staff, of whom, six hold relevant childcare qualifications. Of these, three are qualified to level 5 and one at level 6.

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