

# Hauxton Preschool

Jopling Way, Hauxton, CAMBRIDGE, CB22 5HY



## Inspection date

7 November 2016

Previous inspection date

20 February 2013

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Good                 | 2 |
| Effectiveness of the leadership and management         |                      | Requires improvement | 3 |
| 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 requires improvement. It is not yet good because:

- Some committee members have not provided the necessary information to Ofsted to enable their full suitability to be determined.
- Best use is not made of all opportunities to share information with parents and other providers about children's learning and development, in order to offer children even more continuity in their learning and development.

### It has the following strengths

- The well-qualified and dedicated staff team plans a wealth of interesting activities that ignites children's curiosity. Children learn about, and show care and concern for, living things, such as worms and snails that they find in the digging area outdoors. Children carefully handle these and staff introduce them to mathematical ideas, such as comparing the different lengths of the worms.
- Children demonstrate that they are happy and show high levels of self-confidence as they welcome authorised visitors and invite them to join in their play. They enjoy close relationships with their key person and all staff, who help them to feel settled and secure from an early stage.
- Staff receive regular supervision meetings and good training opportunities to consistently update their knowledge and skills. They effectively share their new knowledge with each other. Staff now have an increased understanding of a range of methods to support children who may present with challenging behaviour in the future.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- provide Ofsted with the necessary information so that the required additional suitability checks can be made for all committee members. 09/11/2016

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

- strengthen the use of opportunities to regularly share information with parents and other providers in order to enhance the continuity in children's learning and development.

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

## Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. All staff and committee members hold a Disclosure and Barring Service check. However, some committee members have failed to provide Ofsted with the required information in order for their suitability to be fully determined. These committee members do not have unsupervised access to children and are not responsible for making decisions in relation to the recruitment of staff. This means that there is minimal impact on the welfare of the children. Staff know the action to take if they have concerns about a child's welfare. The manager reflects on the service the pre-school provides. She actively seeks and acts upon the views of parents, children and staff. The manager thoroughly monitors children's progress. Swift action is taken to address any gaps in children's learning.

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

All children are motivated and inquisitive learners; they engage in challenging activities with enthusiasm in this welcoming and vibrant pre-school. Staff promote children's communication and language development very well. For example, they model effective listening skills and build upon children's vocabulary by teaching them words that relate to their play. Staff seek key words from parents and use basic sign language. These are some of the ways they support children who speak English as an additional language. Children have fun using plastic syringes to suck up and squirt different coloured paint onto paper. They then blow through straws to move and mix the paint to create new colours. As staff introduce the stimulating range of activities available, children clap and shriek with delight. Staff regularly share information about children's progress with parents, who are very complimentary about the service the staff provide.

### Personal development, behaviour and welfare are good

Staff are good role models. They talk to the children in a calm and respectful manner. This helps children understand how to manage their own behaviour, use good manners and make friends. Children demonstrate a real sense of responsibility for their environment. They eagerly help to sweep up spilt sand from the floor. Staff respond to children's inquisitive questions as they notice similarities and differences between each other. Children have access to the inviting outdoor area in all weathers. This provides children with good opportunities to develop their physical skills.

### Outcomes for children are good

All children make good progress from their individual starting points. This includes children who speak English as an additional language. Children are beginning to link letters to sounds. They write their own name and are keen to write other words. These are just some of the skills that help to prepare children well for their next stage of learning and the eventual move on to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY446646  |
| <b>Local authority</b>                           | Cambridgeshire                                      |
| <b>Inspection number</b>                         | 1065914   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 26  |
| <b>Name of registered person</b>                 | Hauxton Pre-School Committee                        |
| <b>Registered person unique reference number</b> | RP519017  |
| <b>Date of previous inspection</b>               | 20 February 2013                                    |
| <b>Telephone number</b>                          | 01223 870 919                                       |

Hauxton Preschool was registered in 2012. It is managed by a voluntary committee. The pre-school employs five members of childcare staff, four of whom hold qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm Monday to Thursday and from 9am to 1pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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