

The Discovery Pre-School

Discovery Primary School, Mountsteven Avenue, Peterborough, Cambridgeshire, PE4 6HX



Inspection date	26 January 2017
Previous inspection date	16 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Leaders have implemented effective strategies to address the areas for development raised at the last inspection. They demonstrate commitment and capacity to continue to improve.
- Staff establish good partnerships with parents and this is a key strength of the pre-school. Parents are fully involved in the pre-school and in their children's learning journey. Staff share information about children's progress and ideas of how parents may support children's learning at home.
- Staff observe children as they play and make accurate assessments of their progress. Planning reflects children's individual next steps in learning and their emerging interests.
- Children behave very well and are confident to seek reassurance from staff should they feel upset. Staff are kind, approachable and are good role models.
- Staff provide an inviting, relaxed and interesting environment, indoors and out. Children are keen learners who are motivated to choose from a rich variety of resources and activities.

It is not yet outstanding because:

- Sometimes during group activities, less-confident children are overlooked and do not receive enough support from staff to enable them to join in.
- During physical activities, staff do not help children to learn about the effects of exercise on their bodies as part of keeping themselves healthy.

What the setting needs to do to improve further

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

- support and encourage younger, less-confident children to be able to participate in all activities
- teach children about the effects of physical exercise on their bodies to help them develop healthy lifestyles.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff thoroughly understand their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. The manager ensures staff receive child protection training, and any changes in safeguarding procedures are quickly shared. The manager implements regular supervision meetings for all staff. Staff are well supported in their professional development, accessing training to support their interests and children's emerging needs. The manager reviews the progress children make. The use of additional funds, such as early years pupil premium money, is appropriately targeted to support children's progress. Self-evaluation includes the views of parents and children. It is accurate, clearly identifying the pre-school's strengths and in setting actions to drive improvements. Staff establish effective relationships with other professionals to ensure consistency in children's care and learning. They work closely with teachers from the schools children will move to, in order to support their emotional well-being at this time of change.

Quality of teaching, learning and assessment is good

Staff are experienced, enthusiastic and know the children well. They give children rich opportunities to talk and investigate their world. Children are very engaged as they learn about trains through role play. They imagine places to visit, and learn that numbers and letters have meaning as they refer to tickets and timetables in their play. Children are confident to run, jump and balance through regular opportunities for vigorous activities. Staff talk to children as they use a variety of materials to explore marks they can make. For example, children mix paints to change the colour and investigate patterns they make using toy bricks. They experience the varying properties of liquids as they mix, scoop and pour cornflour combined with water.

Personal development, behaviour and welfare are good

The key-person system is well established and effective in supporting children's emotional well-being. Children form secure attachments with staff and settle quickly. Children thoroughly enjoy pre-school. They learn to be independent in their hygiene routines. For example, they wash their hands before eating. Staff teach children how to keep themselves safe, such as when using sharp knives to help to prepare food. Children are curious about the world and their environment. They ask questions about the Chinese New Year celebrations and staff enthusiastically respond, often linking ideas to what children already know, such as eating Chinese food.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress given their starting points and capabilities. Children are confident and eager to try new things, such as building bug hotels outside and using sharp knives safely to cut vegetables. Children are developing their independence skills. They put on their own coats ready to play outside. Children are kind to each other and friendships are beginning to flourish. They are acquiring good attitudes and skills to support the next stage in their education, such as the move to school.

Setting details

Unique reference number	EY341225
Local authority	Peterborough
Inspection number	1028666
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	2 - 11
Total number of places	26
Number of children on roll	69
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	16 May 2013
Telephone number	01733 572241

The Discovery Pre-School was registered in 2006 and is managed through the Pre-School Learning Alliance. The pre-school employs eight members of childcare staff, seven of whom hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and 11.45am until 2.45pm, and children may stay all day. The pre-school provides an out-of-school club for children aged three to 11 years during term time. Sessions are from 3pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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