

The Vine Pre-School

The Vines Inter-Church Primary School, The Vines, Upper Cambourne, CAMBRIDGE, CB23 6DY



Inspection date

Previous inspection date

30 January 2017

24 October 2012

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 management team and staff have made exceptional progress since the last inspection. The pre-school is very firmly part of the school with all staff working together to share expertise and provide excellent learning experiences for children. The move from pre-school to the Reception class is seamless because all staff know the children extremely well.
- Children whose home language is other than English integrate exceptionally well. Staff plan pertinent opportunities that enable them to share songs and artefacts from their own cultures. First-hand experiences enable children to learn about their similarities and differences. They share celebrations that include traditions, such as the giving of red and gold envelopes or dancing Chinese dragons.
- Staff have high expectations about what children can achieve. The educational opportunities and excellent staff interactions are consistently of a very high standard, inspiring and worthy of sharing with other professionals.
- The manager and staff have an excellent understanding about the indicators that children are at risk of being exposed to extreme ideas about right and wrong. They provide plenty of opportunity through planned activities and daily routines to promote children's confidence to use their voices and make their worries or needs known.
- The management team and staff are completely committed to the pursuit of excellence and in securing the very best possible outcome for each child. They actively seek, evaluate and respond to the views of parents and children to drive continued improvement and to meet the changing childcare needs of families.

What the setting needs to do to improve further

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

- monitor the impact of training and development opportunities to further enhance teaching to make sure outcomes for children remain at an outstanding level.

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 pre-school manager.
- The inspector held a meeting with the manager and the deputy headteacher of the main school as well as talking with the headteacher. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also reviewed email correspondence from parents unable to talk in person on the day of the inspection.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff are trained to identify and support children who may be at risk of neglect or abuse and immediately report concerns. Parents confirm that staff remain vigilant about their children's welfare. The management team undertakes rigorous recruitment and ongoing performance management through interactive supervision meetings and appraisals. These are highly focused on the continued professional development of all members of staff. However, the management team acknowledges that there is opportunity to strengthen its monitoring processes to help assess the impact of ongoing staff's development on children's continued excellent progress. All staff have an excellent understanding of each child and their specific learning styles. Their meticulous attention to tracking progress allows them to swiftly identify emerging gaps in children's learning or development. Their experience and professional partnerships enable them to implement specific programmes of support.

Quality of teaching, learning and assessment is outstanding

Children enjoy innovative activities that are designed to challenge and promote success. For example, they thoroughly enjoy arriving at pre-school to discover that the ideas they shared with staff the previous week are waiting for them to explore. They quickly become underwater adventurers, sailing their new submarine to the ocean floor, past green seaweed, shoals of silvery fish, octopus and starfish. Their imaginations bloom as their ideas and language flow freely. High-quality observations enable staff to accurately pinpoint the progress each child makes over time. This information is shared with parents, so all adults work together to support each child's success. An excellent focus on helping children to acquire communication and language skills and on supporting their social development promotes excellent foundations for future learning.

Personal development, behaviour and welfare are outstanding

Staff provide an exceptional range of resources and activities that enthuses, engages and motivates children to play and learn. These opportunities help children to become physically and emotionally self-sufficient. They quickly become capable of managing coats, shoes and personal hygiene tasks very successfully. They make choices from healthy snacks and competently pour drinks. Children are mindful of others, showing great care and consideration. For example, when they pretend to make hot, gloopy mud soup, they warn others to be careful or provide advice about how to use scissors safely. Pre-school children join those in the main school each week for assembly. They become very accustomed with the environment and familiar with staff who will eventually support their continued education.

Outcomes for children are outstanding

Children are exceptionally well settled and develop warm and interactive relationships with staff throughout the pre-school, school and each other. They show high levels of confidence in social situations and communicate very effectively. Children consistently make rapid progress in relation to their starting points. They are extremely well prepared for the next steps in their education.

Setting details

Unique reference number	EY443268
Local authority	Cambridgeshire
Inspection number	1060032
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 5
Total number of places	24
Number of children on roll	30
Name of registered person	The Vine Inter-Church Primary School Governing Body
Registered person unique reference number	RP527437
Date of previous inspection	24 October 2012
Telephone number	01954719630

The Vine Pre-School was registered in 2012. It is located in the family centre in the grounds of the school in Upper Cambourne. The building is shared with the school's breakfast club and out-of-school club. Three full-time members of childcare staff work with the children. Of these, all hold appropriate early years qualifications at level 3. They receive weekly support from the deputy headteacher of the school. The pre-school opens from Monday to Friday during term time. Sessions are from 8.50am until 11.50am. The pre-school provides funded early education for three- and four-year-old children.

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