

Fenstanton Pre-School

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



Inspection date

10 May 2017

Previous inspection date

28 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Managers and staff have made significant improvements since the last inspection. The new manager is working hard with staff to enhance the quality of teaching. Children make good progress in their learning.
- Staff have good opportunities to extend their knowledge of early years practice through professional development opportunities. They embrace new ideas with enthusiasm to enhance their teaching skills and improve the educational programme.
- Children are confident talkers; they approach adults eagerly and interact with them well, expressing clearly their thoughts and ideas.
- Children thoroughly enjoy the varied sensory activities in this lively and vibrant pre-school. They have excellent opportunities to use all of their senses.
- Staff support children who have special educational needs and/or disabilities effectively. They implement support measures swiftly and use additional funding wisely to help children catch up with their peers.

It is not yet outstanding because:

- Children do not have enough opportunities to learn about their own communities and others beyond their own experience.
- Staff have yet to extend the partnership with the host school, in order to develop consistent teaching strategies that help to enhance children's confidence as they move on to Reception class.

What the setting needs to do to improve further

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

- extend opportunities for children to learn about their own community, other communities and people beyond their immediate experience
- broaden the partnership with the school to take account of consistent teaching strategies across both settings, in order to enhance children's confidence as they move on to school.

Inspection activities

- The inspector observed the children and staff to assess the quality of teaching and children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager. She had meetings with the manager and a representative of the management committee.
- The inspector spoke to a number of parents and read some testimonials during the inspection to take account of their views.
- A range of documentation was sampled, including evidence of staff and committee suitability checks, training information and children's records.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are well trained in local safeguarding procedures and understand the possible signs of child abuse or neglect. Management committee members have a good understanding of their responsibilities. They carry out rigorous recruitment checks to ensure staff are suitable and have the skills they need to promote children's good progress. Parents agree that there is positive two-way partnerships with staff and they are well informed about their children's development and well-being. The new manager is proactive in supporting the qualified and experienced staff. She provides regular supervision meetings to identify training needs that will benefit children.

Quality of teaching, learning and assessment is good

Staff support children well to make decisions and do things for themselves. For example, they provide magnifiers so children can look for spiders in the bushes. Children excitedly join in group story times, expertly brought to life by lively and enthusiastic staff. Managers have effective methods to monitor the progress children make in their learning. They understand which groups need extra support to succeed. Staff continuously adapt the activities so they closely follow children's interests and aptitudes. As a result, children are engaged and enjoy their learning. Staff quickly pick up on children's spontaneous interests, such as commenting on the marks a jet aeroplane makes across the sky.

Personal development, behaviour and welfare are good

Children develop trusting relationships with staff and enjoy their time at pre-school. They cooperative well with each other in their play and join in group activities with enthusiasm. The well-resourced play environment enables children to make choices and extend their own learning indoors and outdoors. For example, they choose from varied materials for creative activities. Staff encourage children to be physically active and help them to consider risks as they clamber over equipment or balance on tyres in the garden.

Outcomes for children are good

All children, including those who receive additional funding, are making good progress in their learning. They have many opportunities to make marks and enjoy drawing and painting. Children explore numbers with enthusiasm as they learn to count out loud and sort objects into size, shape and colour. Their behaviour is very good and they know how to share and take turns.

Setting details

Unique reference number	221819
Local authority	Cambridgeshire
Inspection number	1055938
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	47
Name of registered person	Fenstanton Pre-School Committee
Registered person unique reference number	RP904540
Date of previous inspection	28 June 2016
Telephone number	01480 496 156

Fenstanton Pre-School registered in 1992. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or 4. 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 and children who have special educational needs and/or disabilities.

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