

# Fordham Pre-School

1 Isleham Road, Fordham, Ely, Cambridgeshire, CB7 5NL



## Inspection date

22 June 2017

Previous inspection date

4 April 2014

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		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The management committee has not given Ofsted the required information about members in the appropriate timescale. Consequently, it has not been established whether individuals are suitable for their roles.
- Monitoring of staff knowledge and performance is not yet robust enough to identify where staff need more training, support and guidance.
- The manager has yet to develop procedures to monitor the progress made by different groups of children.

### It has the following strengths

- Staff know the children well and the standard of teaching is good. Staff are deployed effectively and engage with children to enhance and promote their learning to a high level. Children readily approach staff, communicate confidently and are happy to share their ideas or welcome staff into their play.
- Strong partnerships with parents are valued by staff. They find various ways to share information about children's progress and act swiftly on concerns or comments expressed by parents. Parents are pleased with the very good progress their children have made. They say that children have grown in confidence and are delighted that they can enter school knowing how to count and recognise numbers.
- Good partnerships with the host school and other providers effectively support children's well-being, learning and development.

## What the setting needs to do to improve further

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

	Due Date
■ ensure Ofsted is informed of all committee members within the required timescales so that the suitability of individuals can be thoroughly assessed	24/07/2017
■ provide support, guidance and coaching to staff to improve their personal effectiveness to the highest level.	24/07/2017

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

- enhance monitoring of children's development to determine the progress made by different groups of children attending.

## 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 and deputy 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

Jacqueline Baker

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The management committee has failed to fulfil its responsibilities and not all of the members are known to Ofsted. This means that the suitability of individuals has not been fully established. However, Disclosure and Barring Service checks have been carried out for individuals and the risk to children is minimised. In other respects, staff know how to protect children in the pre-school. They are mindful of their safety and know the procedures to follow in the case of an emergency. Staff are able to identify the signs of abuse and know how to record their concerns. Safeguarding is effective. The manager carries out supervision meetings with staff on a regular basis. Equally, staff have access to training opportunities in order to improve their skills. However, the manager does not monitor staff closely enough to establish their level of knowledge. This means that staff are not always up to date with current legislation, such as the 'Prevent' duty. The manager has a good oversight of individual children's progress. However, she has not extended this further to analyse the progress made by different groups of children.

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

Staff know that children learn through play and provide a wide range of interesting and stimulating learning opportunities for them. Teaching is especially strong during focused activities where staff show a great deal of skill as they enhance children's learning effectively. For example, children learn how to count, recognise numbers and carry out simple addition sums. Children's literacy skills are promoted well as staff model writing during role-play activities, such as the pretend travel agency. Children learn about the living world by growing plants and observing the growth of ducklings that have been successfully hatched out at the pre-school.

### **Personal development, behaviour and welfare require improvement**

The weaknesses shown in the management have a negative impact on children's well-being. Nevertheless, children are independent and know the routines of the pre-school. They have plenty of fresh air and exercise, which promotes their physical abilities well. Children know how to behave and are able to take small risks in their play. They take turns on the slide and in doing so, are learning how to keep themselves and friends safe.

### **Outcomes for children are good**

Children are prepared exceptionally well for school. They are interested in learning and are able to concentrate, listen and follow instructions. Staff plan for children's move well in advance and because of this, children are confident about the coming change.

## Setting details

<b>Unique reference number</b>	EY218234
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1087871
<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 - 8
<b>Total number of places</b>	27
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Fordham Preschool Committee
<b>Registered person unique reference number</b>	RP908439
<b>Date of previous inspection</b>	4 April 2014
<b>Telephone number</b>	01638 724183

Fordham Pre-School registered in 2002 and is located on the site of the primary school in Fordham, Cambridgeshire. The pre-school opens five days a week during term time only. On a Monday, Tuesday, Wednesday and Friday, sessions run from 9am until 11.30am, and from 12.30pm until 3pm. On Thursday, the session is from 9am until 12.30pm. The pre-school also runs a breakfast club from 7.30am to 8.50am and an after-school club from 3.15pm until 5.45pm, except for a Wednesday when the session runs until 6.15pm. Seven members of staff work with the children, five of whom hold appropriate qualifications at level 2 and 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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