

# Paston and Gunthorpe Pre-School

Gunthorpe Primary School, The Pentlands, Hallfields Lane, Gunthorpe, Peterborough, Cambridgeshire, PE4 7YP



## Inspection date

22 June 2017

Previous inspection date

5 May 2015

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

- Children are prepared well socially and emotionally for the next stage in their learning. They are settled and have built strong relationships with other children and adults.
- Children benefit from a good range of resources, indoors and outdoors. Staff help them to make good progress in all areas of the curriculum.
- Partnerships with parents are very well established. Parents are kept well informed about their children's progress and are encouraged to share what they know about their children's achievements at home.
- The pre-school staff work very closely with a wide range of other professionals and other agencies. This is a key strength and helps to ensure that children's individual needs are fully supported.
- Leaders and managers are reflective and recognise their strengths and aspects of the provision to develop further, helping them to continue improving outcomes for children.

### It is not yet outstanding because:

- Although staff supervision meetings take place, they do not focus sufficiently on ways to raise the quality of teaching to an outstanding level.
- The monitoring of identified groups of children is not yet fully developed to rigorously check on their progress and target interventions even more precisely to raise children's achievement to the highest level.

## What the setting needs to do to improve further

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

- strengthen the arrangements for the supervision of staff to enhance their professional development and support them to achieve teaching practice of the highest quality
- develop further the systems to evaluate the progress that identified groups of children make to target provision and teaching even more precisely and help them make rapid progress.

### Inspection activities

- The inspector checked evidence of suitability and qualifications of staff working within the setting.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including risk assessments, a range of policies and procedures and the provider's evidence of self-evaluation.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector considered the views of parents during the inspection.

### Inspector

Susan Sykes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management and staff are very clear about the signs that may alert them to any concerns and the child protection procedures to follow. Staff keep the premises safe. For example, they carry out thorough risk assessments, including when using the outdoor area, to identify hazards and remove them. Recruitment procedures ensure that staff working with children are suitable. Effective partnerships with schools and other providers are established to help support continuity of care and to help children as they move on to the next stage of their education. Comprehensive policies and procedures underpin the safe and efficient running of the setting.

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

Parents are encouraged to share information with staff about their children's achievements and what they can already do when they begin attending. This helps staff to get to know children well and plan appropriate activities from the start. Staff make regular observations of children and use these effectively to plan the next steps in their learning. They monitor individual children's progress so that any gaps can be identified and addressed quickly. Staff use a range of teaching methods to promote children's learning. Children are enthusiastic to go on a bug hunt outdoors and use books to identify what they have found, learning that information can be found in books. Children's communication skills are well promoted. They excitedly join in with familiar stories, talking about what will happen next and about the characters in the story. They develop their physical skills, for instance as they successfully use low-level balancing beams.

### Personal development, behaviour and welfare are good

Children are warmly welcomed into the pre-school and settle quickly to their chosen activity. Children build strong attachments to their key person which helps them to feel secure. Relationships with parents are positive. Parents welcome staff's feedback about their children's activities and achievements. Staff are good role models and encourage children to share and take turns. Children have opportunities to learn about diversity and to appreciate the wider world beyond their own experiences. For example, they learn about festivals such as Eid. Children are learning about keeping healthy. They have good opportunities to be physically active in a well-resourced outdoor play area. They follow good hygiene routines, such as washing their hands before they eat. They enjoy healthy and nutritious snacks.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress from their starting points. They are confident, independent and have high levels of self-esteem. They behave well and have respectful attitudes towards others. They are developing the skills needed for the next stage of their learning. For example, they concentrate intently as they complete shape puzzles, building on their mathematical skills and persevering until they have finished.

## Setting details

<b>Unique reference number</b>	EY310404
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1092390
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	19
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Paston and Gunthorpe Pre-School Committee
<b>Registered person unique reference number</b>	RP525677
<b>Date of previous inspection</b>	5 May 2015
<b>Telephone number</b>	01733 571 193

Paston and Gunthorpe Pre-School registered in 2005. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or level 4. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and from 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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