

Cottesmore Village Pre-School



Cottesmore Community Centre, 23 Main Street, Cottesmore, OAKHAM, Rutland, LE15 7DH

Inspection date	19 September 2017
Previous inspection date	22 January 2014

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

- The atmosphere at the pre-school is welcoming and homely. Staff spend time getting to know each child. Care is tailored to meet children's individual needs. They seek reassurance from staff and demonstrate they feel safe and emotionally secure.
- Children enjoy playing with a wide variety of good quality toys and resources. Teaching is good and activities are based on children's interests. Children make good progress in their learning.
- Children's behaviour is good. Staff support them to be polite and courteous to one another. Children are encouraged to take turns and to share their toys.
- Children benefit from staff's positive involvement in their play. Staff sit with children, talking to them and reading stories. They skilfully promote children's language skills.
- The pre-school is managed effectively. The management team has a good knowledge of the provision and is active in raising the quality of children's learning experiences.
- Children confidently engage in conversation with staff, visitors and their friends.

It is not yet outstanding because:

- Managers do not use information to check and compare the progress made by different groups of children.
- Parents are not always sufficiently encouraged to share their ideas and contribute to the ongoing improvement of practice.

What the setting needs to do to improve further

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

- enhance the use of information gathered from assessment, to further check and compare the progress made by different groups of children
- extend ways to encourage parents to share their ideas and contribute to the ongoing improvement of practice.

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 pre-school manager. He 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

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Daily risk assessments help to ensure all areas of the pre-school are safe and secure. Staff benefit from ongoing support from the manager to develop their teaching practice. They have opportunities for further training to update their knowledge and skills. The manager has developed effective systems for monitoring the quality of teaching and planning for children's learning. She regularly observes practice and discusses any areas where improvement can be made during one-to-one meetings. Staff also observe the practice of their colleagues to share good ideas across the team. There are close working links that support children well when they move on to school.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced; they demonstrate a secure understanding of how individual children learn. They observe and make accurate assessments of what they can do and need to learn next. Staff use their knowledge to effectively challenge and extend children's learning. Children use their good language skills as they engage in imaginative role play. They join together with their friends, decide upon outfits to dress up in and take orders for food from their kitchen. They use their number skills to count and talk about the price of food. In outdoor play, children make good use of the now excellent resources to investigate and solve problems. For example, they have a rich range of first-hand experiences to learn about the natural world. Children grow flowers and vegetables, and collect fir cones and conkers from walks in the woods.

Personal development, behaviour and welfare are good

Children benefit from good settling-in procedures which are based around their individual needs. Staff plan the environment well so that it is interesting and attractive to children. They organise the space so that children make independent choices about where they play. Staff teach children about keeping themselves healthy. They encourage them to eat well and make healthy choices. Children adopt good hygiene routines and learn to manage their care needs independently. They enjoy engaging learning opportunities that enrich their understanding of the local community. They have visits from the emergency services and have their teeth checked by a local dentist. Children learn about different festivals and customs, and why it is important to respect each other.

Outcomes for children are good

All children make good progress, given their starting points, including those who receive funded early education. Children are motivated and have a positive attitude to learning. They learn important skills for school, such as how to solve problems and to try again if they do not succeed. Children become self-assured communicators. They eagerly join in with activities and gain confidence in their speech and expressing their views. Children are developing good early literacy and mathematical skills. They are learning to write their names, recognise numbers and enjoy looking at books.

Setting details

Unique reference number	EY467889
Local authority	Rutland
Inspection number	1102696
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	15
Number of children on roll	14
Name of registered person	Cottesmore Village Pre-school Committee
Registered person unique reference number	RP524267
Date of previous inspection	22 January 2014
Telephone number	01572 868008

Cottesmore Village Pre-School registered in 2013. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and three at level 3. The pre-school opens Monday to Friday mornings and Tuesday and Thursday afternoon, term time only. Sessions are from 9am until midday and midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

