

# Hauxton Preschool

Jopling Way, Hauxton, CAMBRIDGE, CB22 5HY



## Inspection date

11 October 2017

Previous inspection date

7 November 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

- Since the last inspection, providers, managers and staff have made significant improvements. For example, partnerships with parents have been strengthened, helping staff and parents share information effectively about children's progress and well-being.
- Children can select where and how they learn. Equipment is thoughtfully arranged, both in the playroom and the garden, triggering children's creativity and desire to try something new. For example, they count and arrange flower pots before they fill them with soil, helping to strengthen their mathematical skills.
- Staff sensitively settle new children into pre-school. They encourage parents to leave children for short periods of time. Children play with familiar toys and things that they like and interest them with their key person, helping them to build relationships and feel secure.
- Staff provide a good balance of teaching through adult-led and child-initiated activities. Children are curious to find out what is inside a pumpkin they have grown. They scoop out the seeds and talk about what they see, smell and feel, helping them become confident talkers and listeners.

### It is not yet outstanding because:

- Managers do not use staff supervision effectively to target professional development to help raise the already well-qualified staff's teaching to the highest level.
- On occasions, staff do not give children enough time to solve problems, predict outcomes and find different ways of doing things for themselves.

## What the setting needs to do to improve further

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

- enhance staff's professional development to help raise teaching to the highest level
- make the most of opportunities to encourage children to solve problems, predict outcomes and find different ways of completing tasks by themselves or with their friends.

### Inspection activities

- The inspector observed activities inside the pre-school and in the garden. She spoke to children and staff at appropriate times throughout the inspection.
- The inspector held meetings with the manager and a member of the management committee.
- The inspector carried out a joint observation with the manager.
- The inspector checked the evidence of the suitability of staff and providers. She looked at a variety of documentation, including policies, risk assessments and children's records.
- The inspector took into consideration the views of parents spoken to on the day of the inspection.

### Inspector

Katrina Rodden

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Providers ensure they notify Ofsted of changes in management committee members. They follow robust procedures to help make sure that staff are safe and suitably qualified to work with children. Staff know how to report any concerns they may have about children's welfare. Managers evaluate the provision. They seek feedback from parents, children, staff and other professionals. They value contributions from outside agencies and act on suggestions, helping to enhance the pre-school. Partnerships with other settings are good. The manager works closely with the staff at the neighbouring school, helping to develop plans for children's move to school.

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

Children confidently ask staff questions to help them make sense of the world around them. They talk about seasons and ask why leaves fall from the trees. They collect leaves in the garden and use them in their water play. Children who speak English as an additional language are supported effectively. Staff ask parents to teach them key words to help strengthen communication. Staff provide children with equipment that helps to immerse them in a language-rich environment. For example, children show their delight when they play back short messages they record on simple devices.

### Personal development, behaviour and welfare are good

Staff are positive role models. Their caring attitudes help children feel secure. Simple rules help children behave well. They feel proud when they are praised for trying hard and for sharing equipment. Parents contribute their experiences. They write down children's achievements at home and share them on a 'proud cloud' for everyone to see. Staff respond well to children's needs. When they feel tired, children are encouraged to snuggle up in a quiet, comfortable area. Staff sit with them and read stories to them. Children enjoy joining in with action songs. They vigorously move their bodies, giggling when the music speeds up. Staff encourage children to try nutritious snacks, helping them develop a positive attitude to their diets.

### Outcomes for children are good

Given their starting points, children make good progress in their learning and development. Managers monitor the progress made by different groups of children. They effectively use additional funding they receive to purchase equipment to help close the gaps in children's learning. When the time comes, all children are ready for school. They are motivated learners who are articulate and enthusiastic. Children confidently use pencils and scissors. They quickly master skills, such as putting on their coats, helping them to become independent.

## Setting details

<b>Unique reference number</b>	EY446646
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1078198
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Hauxton Pre-School Committee
<b>Registered person unique reference number</b>	RP519017
<b>Date of previous inspection</b>	7 November 2016
<b>Telephone number</b>	01223 870 919

Hauxton Preschool registered in 2012. It is managed by a voluntary committee. The pre-school employs four members of childcare staff, all of whom hold qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm Tuesday, Wednesday and Thursday and from 9am to 1pm on Monday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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