

Haslingfield Little Owls Preschool



Haslingfield Little Owls, High Street, Haslingfield, Cambridge, CB23 1JW

Inspection date	18 October 2017
Previous inspection date	24 February 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 provider does not keep a written record of the medication given to the children while they are in pre-school.
- In some instances, two-way partnerships with other settings that children attend have not been established.
- Children are not always given enough time to prepare for routine changes of activity and, at times, their learning is interrupted.
- Self-evaluation is not effective in supporting managers and staff to identify and address weaknesses in the provision.

It has the following strengths

- Staff provide a wide variety of interesting activities that children enjoy. They know the children well and have a good understanding of their learning needs.
- Children acquire good communication and language skills. They learn to express themselves confidently and listen well to stories.
- Children are happy and settled. They have good emotional attachments to staff and enjoy their time in pre-school.
- Parents are complimentary about the pre-school. They view it as a valuable community resource that helps their children to be prepared for school.

What the setting needs to do to improve further

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

- | | Due Date |
|--|-----------------|
| ■ keep a written record each time a medicine is administered to a child. | 30/10/2017 |

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

- enhance partnership working with other settings the children attend to effectively promote continuity in their care and learning
- ensure children are clear about expectations and have opportunities to complete their self-chosen activities
- improve the self-evaluation process to identify and address areas for improvement and ensure all legal requirements are met.

Inspection activities

- The inspector spoke with staff and children during the inspection. She evaluated the activities with the manager to assess the quality of teaching and children's learning.
- A range of documentation was checked, including evidence of the suitability of staff and committee, and children's records.
- The inspector spoke with parents on the day of the inspection and took into account their views.
- The inspector had a meeting with the manager and representatives of the management committee.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff attend child protection training and have a suitable understanding of the signs of abuse. They are aware of the procedures to follow if a child is at risk from abuse or neglect. Staff do daily checks of the premises and supervise children as they play. However, not all aspects of children's welfare are supported effectively. While staff obtain prior permission to give medicines to children, they do not keep the required records when medicines are administered. The risk to children is minimised as staff verbally inform parents. The new management committee has quickly learned their responsibilities and are committed to future improvements. At present, the self-evaluation process is not fully effective in helping managers and staff to ensure all legal requirements are met.

Quality of teaching, learning and assessment is good

Staff have good teaching skills. They know the children well and engage them in a wide range of learning experiences. Children develop their physical coordination as, for example, they thread conkers onto string. They handle a wide range of materials, including paint, play dough and sand. Staff encourage children to join in imaginative story times and lively singing games. Activities, such as drawing with crayons, stimulate children's interest in making marks. Staff regularly assess the progress children make in their learning. They keep parents well informed about their children's current stage of development. Staff work well with the local school to help children move into the Reception class. Partnerships with other early years settings children attend are variable in strength and do not consistently promote continuity in children's care and learning.

Personal development, behaviour and welfare require improvement

Children's welfare is not assured because procedures for medication are not adhered to. Nonetheless, children demonstrate that they are happy and settled in pre-school. They interact confidently with staff and enjoy the activities. Staff work well with parents to understand children's characters and interests. This helps children to settle in well. Children have periods of time to be energetic outdoors. Staff talk to them about the benefits of an active, healthy lifestyle. Children experience acceptable risks as, for example, they climb small trees. Staff do not always help children to understand why they must leave their self-chosen activity to join in with group times. At times, they do not give children time to finish what they are doing and their learning is interrupted.

Outcomes for children are good

Children learn to be independent in their self-care. They put on coats and boots for outdoor play and understand they need to wash their hands before meals. Children play sociably together and demonstrate good manners. They confidently talk to the adults around them and express their needs and feelings. Children use numbers in their play. For example, they count the toy animals that need washing and identify those which are larger or smaller.

Setting details

Unique reference number	EY467258
Local authority	Cambridgeshire
Inspection number	1102656
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	20
Number of children on roll	24
Name of registered person	Haslingfield Little Owls Committee
Registered person unique reference number	RP907686
Date of previous inspection	24 February 2014
Telephone number	07967102847

Haslingfield Little Owls Preschool registered in 2013 and is managed by a voluntary committee. The pre-school employs three members of childcare staff. All hold appropriate early years qualifications at level 3 or 4. Two members of staff hold Steiner Waldorf education qualifications. The pre-school opens Monday to Friday during term time. Sessions are from 9am until midday. A lunch club is offered from midday until 1pm, Monday, Tuesday, Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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