

# Elsworth Pre-School

Elsworth Primary School, Broad End, Elsworth, Cambridge, Cambridgeshire, CB23 4JD



## Inspection date

Previous inspection date

14 November 2017

25 April 2017

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

- The manager and committee have implemented changes to planning, assessment and observation so that they are effective and relevant. Consequently, staff deliver activities to help all children make good progress.
- Teaching is effective because staff know how to support children through regular conversations. They build on what children know and can do. Children are given the time and space to play imaginatively together and this supports their personal, social and emotional development.
- Dedicated, friendly and caring staff welcome children with a friendly smile. Parents comment about the good care provided by the staff and about how well they feel supported as a family.
- Children are happy and enthusiastic about their time at the pre-school. They arrive confidently in the morning and eagerly greet their friends and staff. Children are sociable and enjoy helping others. They form close bonds with the caring and nurturing staff, and go to them for affection and attention when desired.

### It is not yet outstanding because:

- The management team does not yet use information as well as possible to check the progress made by different groups of children.
- Occasionally, children do not have enough opportunities to select and look at books together to support their early literacy skills.

## What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- enhance the book area, making sure it is always fully accessible and inviting, so that children can enjoy sharing books together to further support their early literacy skills.

### Inspection activities

- The inspector spoke with staff and children during the inspection at convenient times.
- The inspector spoke with parents and took into account their views.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the nominated person and discussed their role and responsibilities.
- The inspector had a meeting with the manager and looked at relevant documentation, including evidence of the suitability of those working at the pre-school.

### Inspector

Helen Harper

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider and staff complete relevant child protection training. They are aware of the possible signs and symptoms of abuse, and know how to keep children safe. Secure procedures for recruitment and checking the ongoing suitability of staff are in place. The manager uses regular supervisions and observations of staff's practice to help identify their strengths and areas for development. Staff benefit from targeted training and this helps them to build on their current good knowledge and skills. Staff develop strong partnerships with parents and other professionals to ensure that children's progress is well supported. They build links with the local community, other professionals and early years settings that children attend to promote continuity for children's progress and well-being.

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

Staff encourage children to lead their own play and know when to offer further challenge to extend their learning. They ask children thought-provoking questions and encourage their thinking skills effectively. Children have opportunities for solving problems, for example, children work out how to manoeuvre a table safely through a doorway. Staff organise the environment indoors and outdoors well. Children have access to a wide range of interesting resources that encourages them to explore and investigate. They are confident to share their thoughts and use their imaginations, such as when they decide to make pretend spicy food in the mud kitchen. Staff encourage children to listen at circle time and talk about what they see on the laptop. Children sing songs and listen to stories, staff enrich this learning with actions and props.

### Personal development, behaviour and welfare are good

Staff are deployed effectively, ratio requirements are met and children are supervised well at all times. The indoor and outdoor environment are safe and secure for all children. Children are happy and confident. They are kind and helpful to each other and staff skilfully support this, meaning children are confident and self-assured in social situations. Children enjoy cold and hot, healthy meals and snacks that parents provide. Children are very independent. Staff encourage all children to have a go at completing tasks, such as putting on their shoes and zipping up their coats for outdoor play. Staff praise children for their efforts. They talk calmly to children, encourage them to share and to be kind to one another. Children's behaviour is good.

### Outcomes for children are good

Children use their imagination and make links with their own experiences as they play in the role-play area. They eagerly make pretend picnics and cups of tea for each other while sharing and taking turns. All children make good progress and develop the key skills they need to help prepare them for their future learning, including moving on to school.

## Setting details

<b>Unique reference number</b>	221776
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1097921
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Elsworth Pre-School Committee
<b>Registered person unique reference number</b>	RP517131
<b>Date of previous inspection</b>	25 April 2017
<b>Telephone number</b>	01954 268050

Elsworth Pre-School registered in 1976. There are five members of staff working directly with the children, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school operates from 8.55am until 2.55pm, Monday to Thursday, and 8.55am until 11.55am on Fridays, during term time. The pre-school receives funding to provide 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

