

South Bretton Preschool

Middleton Primary School, Middleton, South Bretton, Peterborough, PE3 9XJ



Inspection date	14 May 2018
Previous inspection date	15 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The key-person system is highly effective. Children form strong and caring relationships with familiar adults. This reinforces their self-confidence and emotional well-being.
- Practitioners work very well together as a coordinated team. They provide a rich environment, indoors and outdoors, and organise a wealth of experiences that provides challenge during children's play. This inspires children to explore recent learning, practise new skills and follow their own interests.
- Children make good progress in their learning and development. This is because all practitioners have high expectations of what children can achieve in their learning. They are highly skilled in guiding children's learning as they play.
- Children benefit from successful communication methods used to involve parents in pre-school experiences. Practitioners confidently share relevant information to promote continuity in children's care and learning and development.
- Leaders use an effective monitoring system to track the progress groups of children make in their learning. This helps practitioners to adjust activities and experiences quickly in order to close any gaps in children's learning.

It is not yet outstanding because:

- There is scope to develop further the monitoring of practitioners' practice to enhance their skills and attributes to achieve high levels of teaching consistently.

What the setting needs to do to improve further

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

- enhance the ongoing evaluations used for monitoring practitioners' practice so that any weaknesses identified in teaching are acted on swiftly.

Inspection activities

- The inspector conducted a joint observation with the pre-school manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the chairperson of the committee, the manager and deputy manager of the pre-school. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

Leaders are highly motivated, and demonstrate a reflective and committed attitude to providing an educational programme that inspires children to learn. The arrangements for safeguarding are effective. Leaders fully understand their responsibilities with regard to local safeguarding procedures. As a result, staff know how to keep children safe. They are always alert to the signs that may indicate that a child is at risk of abuse or neglect. Leaders operate an effective system for recruitment, induction and ongoing support to ensure that staff are generally well qualified, and they are suitable to work with children.

Quality of teaching, learning and assessment is good

Practitioners make frequent observations of children's achievements in their learning. They are familiar with using this information to track the progress children make. Practitioners reflect on children's interests and needs when they plan activities. There are many meaningful opportunities for children to engage in conversations. Practitioners are highly skilled in describing what is happening, asking questions and modelling language as children play. This helps to extend children's speaking and listening skills, while promoting their understanding. This includes those who speak English as an additional language. Practitioners make time to find out from parents about children's home language and how they can work together to support individual children's developing language skills.

Personal development, behaviour and welfare are outstanding

Practitioners place an extremely high focus on their outdoor learning environment. Children have a wealth of opportunities to continue their learning outdoors. Practitioners skilfully help children to learn how to take developmentally appropriate risk and develop their physical skills. For example, children learn to take risks as they climb, balance and jump across raised surfaces provided for them. Children's emotional needs are effectively nurtured. They flourish in this wonderful environment. Staff are sensitive, provide affection and stability and build on the children's self-esteem. Staff expertly plan small key-group times to promote children's self-assurance. This helps to prepare them for the next stage in their learning, including school. Children are encouraged to be independent and make important health choices. For example, they learn to keep themselves safe outside by wearing a hat. They know that heat comes from the sun and that the sun could make them ill if they do not wear one.

Outcomes for children are good

Children form exceptional relationships with their key person and learn to make friends with each other. Children are extremely happy and settled, they play cooperatively and show respect to each other. Children display high levels of independence, trust, curiosity and concentration. Children have many opportunities to make marks. For example, they paint, chalk and write in sand. Children talk knowledgeably to staff about the marks they make. Children learn mathematical language about size and count during their play.

Setting details

Unique reference number	953368
Local authority	Peterborough
Inspection number	1091233
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	30
Number of children on roll	39
Name of registered person	South Bretton Preschool
Registered person unique reference number	RP521209
Date of previous inspection	15 May 2015
Telephone number	07790 895825

South Bretton Preschool registered in 2001. It is situated in a classroom within Middleton Primary School. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12pm and from 12pm until 3pm.

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