

Fordham Pre-School

1 Isleham Road, Fordham, Ely, Cambridgeshire, CB7 5NL



Inspection date

16 May 2018

Previous inspection date

22 June 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

- Since the last inspection, the voluntary management committee have made effective changes to address actions raised. Thorough processes are now in place to monitor that new committee members complete the required procedures so that checks can be made to assess their suitability for their role.
- The manager and staff team closely monitor and reflect on all children's progress to identify any gaps. They support children well to help them to make good progress in their learning.
- Staff provide stimulating learning environments. Children build their confidence as they explore and make choices for themselves. They enjoy spending time outdoors. They are busy and active in the fresh air. This helps to promote their good health and supports their physical well-being.
- Partnerships with parents are good. Parents share information about their children and contribute to their initial assessment. Staff effectively engage with parents to support children's learning in the pre-school and at home.

It is not yet outstanding because:

- Although staff attend training, the manager does not monitor practice as rigorously as she could to enhance specific skills and raise the quality of teaching even further.
- Staff do not always help children to build on their understanding of how to keep themselves and others safe.

What the setting needs to do to improve further

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

- monitor staff's performance more closely to continue to strengthen and improve on their good practice to raise the quality of teaching to the highest level possible
- help children to build on their understanding of the need for safety to help them consider and manage some risks when tackling new challenges.

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 at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team uses thorough procedures to ensure the safe recruitment and ongoing suitability of staff and committee members. Staff have a clear understanding of their role to protect children from harm. They know the possible signs of abuse and neglect and understand the wider issues surrounding child protection. All staff are fully aware of what to do should they have any concerns about the welfare of a child. The manager and staff monitor the use of additional funding, such as the early years pupil premium, to help promote children's development. Staff have built effective links with other settings that children attend. This helps to maintain good continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Children confidently explore the environment and choose what they would like to do next. For example, they enjoy digging in the soil to look for 'treasure', exploring a container of shredded paper and experimenting with sand. Staff get down to children's level and join in with their play experiences. They get to know the children well and have a good awareness of their individual needs. Staff plan challenging activities to help children achieve the next steps in their learning. This contributes to the good progress they make. For example, staff use small-group activities to help support children's communication and listening skills. Children listen well to instructions. Staff interact well and adapt activities effectively to support children to be motivated to play and learn.

Personal development, behaviour and welfare are good

Children are happy and enjoy their time at the pre-school. Staff are friendly and support children to settle well. Children build good relationships with their key person and other staff. Staff support children to learn about healthy practices, such as handwashing before eating. Children become more independent. For example, they find their name card before snack and pour their own drinks. Staff praise children often and recognise their efforts and achievements. This helps to raise children's confidence and sense of self-esteem. Children have opportunities to learn about each other's similarities and differences and other cultures and ways of life outside of their own experiences.

Outcomes for children are good

Children progress consistently well in their learning. They develop a good foundation for future learning in readiness for starting school. Children have opportunities to count and identify numbers. They recognise some letters and their corresponding sounds. Children enjoy looking at books with staff. They have regular access to resources to stimulate their early writing skills. Children make friends and enjoy their play together. They learn how to share and take turns. Children readily go to staff for support when necessary. They develop their personal care skills well, relevant to their age and ability. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	EY218234
Local authority	Cambridgeshire
Inspection number	1108081
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	71
Name of registered person	Fordham Preschool Committee
Registered person unique reference number	RP908439
Date of previous inspection	22 June 2017
Telephone number	01638 724183

Fordham Pre-School registered in 2002. The pre-school employs seven members of childcare staff and an administrator. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 11.30am, and from 12.30pm until 3pm on Monday, Tuesday, Wednesday and Friday, and from 9am until 12.30pm on Thursday. The pre-school provides a breakfast club from 7.30am until 8.50am, and an after-school club from 3.15pm until 5.45pm, except Wednesday when the session runs until 6.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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