

Young Generation

Ashton Road, Westwood, Peterborough, Cambridgeshire, PE3 7ER



Inspection date

14 June 2018

Previous inspection date

2 December 2014

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children form strong bonds and attachments to staff. Staff ensure that children feel safe and they meet children's emotional needs well. Children are very settled and thoroughly enjoy attending the pre-school.
- Managers and staff have good relationships with the on-site school. They work closely with other professionals involved with the children to promote their learning and development.
- Children benefit from a stimulating environment with good-quality resources. They make independent choices in their play and are confident learners.
- The well-qualified staff build meaningful partnerships with parents. For example, they share a wealth of information and resources to help parents continue children's learning at home.

It is not yet outstanding because:

- Although the manager tracks the progress of individual children well, she does not check the progress made by various groups of children, to help ensure that any differences in achievement between them are identified and gaps close rapidly.
- Systems to monitor and reflect on staff's teaching skills are not developed well enough to raise the good quality of teaching to an even higher level.
- At times, staff do not make best use of skilful questioning, to provide more challenge and extend learning further for the older and most-able children.

What the setting needs to do to improve further

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

- enhance monitoring systems, to review more precisely the progress made by different groups of children, identify any gaps in achievement and target how to close these rapidly
- strengthen the use of monitoring and reflection to help raise the good quality of teaching to an even higher level
- develop teaching techniques further, to provide more challenge in children's learning and help them make greater progress.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector took into account the views of parents spoken with on the day of the inspection.
- The inspector observed the quality of teaching and its impact on children's learning.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records about children and evidence of the suitability of staff.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to respond should they be concerned about a child's welfare. Robust recruitment procedures and ongoing checks are effectively implemented and help to make sure that staff are suitable to work with children. Staff ensure that children's safety is given good priority. The premises are safe and secure, and children are well supervised. The manager encourages staff to develop their knowledge and skills further, such as through regular training and discussions with their colleagues. Overall, self-evaluation of the provision is effective. The manager has a good understanding of the strengths of the pre-school and areas for future development. Parents speak favourably about the staff team and their children's care and progress.

Quality of teaching, learning and assessment is good

The staff provide good support for children who have special educational needs and/or disabilities, working closely with other professionals to support children's welfare and all-round development. Staff make accurate assessments of each child's learning and plan precisely to meet their individual needs. They support children's mathematical skills well. Children have lots of opportunities to count and use numbers during everyday play. They have fun outdoors and are very physically active. Children enjoy a vast range of resources, including riding bicycles round the play road, playing ball games, exploring sand, creating in the mud kitchen, having fun in the water and building in the construction area. They learn to play imaginatively and to be motivated and inquisitive learners. Children have fun exploring with paint and enjoy creating pictures using a range of different media. They are proud of their achievements. Staff extend children's communication skills. For example, they engage children in conversations about their particular interests, such as dinosaurs.

Personal development, behaviour and welfare are good

Staff value all children and listen to them so they know that their views are important. They praise children and acknowledge their achievements, which helps to boost their sense of self-esteem. Children behave well. They develop positive relationships with their peers and learn how to work together, share and take turns. Children are relaxed, move about freely and enjoy taking part in the activities on offer. Staff support children to develop good levels of independence and an awareness of healthy eating, particularly during snack time. Children enjoy trips in the local area and they learn about their community.

Outcomes for children are good

Children develop good personal, social and emotional skills. They learn to follow instructions, develop good listening skills and enjoy early writing opportunities. All children, including those learning English as an additional language, make good progress from their starting points and are well prepared for the next stages in their development and learning.

Setting details

Unique reference number	256853
Local authority	Peterborough
Inspection number	1103373
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	45
Name of registered person	Young Generation Pre-School Committee
Registered person unique reference number	RP909651
Date of previous inspection	2 December 2014
Telephone number	01733 265900

Young Generation registered in 1970. The pre-school opens term time only, from 8.45am until 11.45am and from 12.15pm until 2.45pm, Monday to Friday, with the exception of Friday when the session for three- and four-years-olds runs from 9am until 2pm. There are currently four staff working directly with children, all of whom have an appropriate early years qualification at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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