

Eye Pre-School

Eyebury Road, Eye, Peterborough, Cambridgeshire, PE6 7TD



Inspection date

26 June 2018

Previous inspection date

14 July 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff are passionate and dedicated. They share a commitment to provide children with a caring and stimulating learning environment where they make good progress.
- The manager values the input from parents, children, staff and the pre-school committee to help her to set targets for continued development.
- Partnerships with parents are fully established. The pre-school operates an open-door policy that enables parents to discuss any concerns whenever they wish. In addition, all parents are issued with a communication book to support this process further.
- Exceptionally well-thought-out procedures are in place to observe and assess the progress that children are making. This assists staff to plan next steps in children's learning that are meaningful and relevant to their individual needs.
- Children develop close attachments to staff and, in particular, to their key person. This helps to ensure that they feel emotionally secure and settle quickly.
- Children's behaviour is good. They listen carefully to instructions and learn how to keep themselves safe. For example, children are reminded of the dangers of running when carrying scissors.

It is not yet outstanding because:

- The monitoring of staff practice is not yet sufficiently focused on raising the quality of teaching to a consistently outstanding level.

What the setting needs to do to improve further

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

- strengthen the supervision arrangements for individual staff to focus their understanding about how their teaching can improve from good to outstanding.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager and chair of the committee. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school and of the committee.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Ann Lee

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are very experienced and knowledgeable in all aspects of keeping children safe from harm. They are fully aware of the procedures to follow should they have any concerns over the welfare of a child in their care. The manager deploys staff effectively throughout the sessions to ensure that children are well supervised at all times. The robust recruitment and retention arrangement of staff ensures that they are suitable to work with children. The manager diligently analyses the progress of individuals and groups of children to identify and rectify any gaps in learning opportunities. Staff continue to develop their skills through ongoing training opportunities. The committee, led by an enthusiastic chair, is supportive to the pre-school, organising numerous fundraising activities throughout the year. Partnerships with other settings that children attend, including the feeder school, are very effective. This helps to ensure that children's learning is continuous and consolidated. Parents state how delighted they are with the care and progress that their children make.

Quality of teaching, learning and assessment is good

Teaching is good. Children enjoy the company of staff and eagerly join in with activities. For example, staff enthusiastically play alongside children in the 'hairdressers' that has been set up in the role-play area. Children crowd around and quickly become engaged in the play, enjoying using a variety of resources to create imaginary hairstyles. Staff support children's knowledge of technology, suggesting that they may like to take some photographs of themselves. During group activities, staff are skilled in promoting children's communication development as well as helping them to develop early literacy and mathematical knowledge. Children are encouraged to recall the days of the week, to count how many children and staff are present, and are invited to write the number on a white board. Children are praised for their achievements, however small these may be.

Personal development, behaviour and welfare are good

Children are happy and secure in this exceptionally well-resourced learning environment. They benefit in particular from the freedom to play outside whenever they choose. Staff help children to learn about developing a healthy lifestyle. Parents are encouraged to send nutritious food in their children's lunchboxes. Children are learning to do things for themselves and take responsibilities. They understand the need to help to clear away the toys and where to put the waste from their lunch-boxes. Children confidently talk to visitors, telling them of some of the activities that they enjoy at the pre-school. Staff take children on regular outings within their community, such as weekly trips to the library.

Outcomes for children are good

Children are making good progress in their learning from their starting points. They are developing a desire for knowledge and an interest in the world in which they live. Children are gaining valuable skills that will assist them as they move to the next stage of their learning or move to school.

Setting details

Unique reference number	256762
Local authority	Peterborough
Inspection number	1127743
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	25
Number of children on roll	47
Name of registered person	Eye Pre-School Committee
Registered person unique reference number	RP517230
Date of previous inspection	14 July 2015
Telephone number	01733 223 242

Eye Pre-School registered at its current premises in 2010. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens on Monday, Tuesday, Wednesday and Thursday from 9am to 3pm and on Friday from 9am to midday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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