

Folksworth Pre-School

The Village Hall, Elm Road, Folksworth, Peterborough, PE7 3SU



Inspection date

2 July 2018

Previous inspection date

17 November 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 pre-school has made significant improvements since the recruitment of a new manager. The staff team has shared this journey and comment that they feel proud of what they have achieved, and they have nothing but praise for the manager and her relentless support.
- The committee and manager recognise the importance of reflection and making continual improvements to the pre-school. They take account of parent's views and opinions when implementing any changes.
- The manager is an excellent teaching role model for her staff team who offer consistently good learning opportunities for children. The staff team have a clear overview of what children can do and what they need to learn next.
- Children thoroughly enjoy staff's enthusiastic, positive and supportive involvement in their play. Staff show a genuine interest in what children are doing and provide good support for them to develop their own ideas.
- Children behave well and play harmoniously together. During very minor disagreements, staff empower children to think about their actions, for instance, saying, 'You need to tell your friend to stop and ask them to help you instead'.

It is not yet outstanding because:

- The performance management of staff does not yet fully support all staff to provide outstanding teaching, to help children make the best possible progress in their learning.

What the setting needs to do to improve further

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

- strengthen the existing performance management methods to help staff provide outstanding teaching, and to help children make the best possible progress in their learning.

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

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have good knowledge about child protection. They know how to act promptly and effectively should they have a concern about a child in their care to keep them safe from harm. The qualified staff proactively seek out opportunities to further improve their skills and knowledge. For example, some staff are undertaking higher qualifications. The manager offers staff an open-door policy and regular ongoing opportunities to receive one-to-one meetings to discuss their job role. The manager targets additional funding effectively for individual children and this helps them to make good progress.

Quality of teaching, learning and assessment is good

Staff have a natural ability to sensitively intervene as children and explore. Consequently, children are inspired learners and they persevere in activities for long periods of time. Children's language development is very good. Staff skilfully question children; they encourage them to tell them what they are doing and introduce new vocabulary during their play. Staff plan interesting activities that thoroughly engage the children. They show awe and wonder as they let their butterflies fly free after nurturing them from a cocoon. Staff develop good partnerships with parents. They encourage them to look at and contribute to the online learning records. Staff provide regular updates on children's progress, such as at parents' evening.

Personal development, behaviour and welfare are good

Children benefit from the individual attention they receive, and they develop extremely close relationships with their key person. This contributes very well to their emotional security. Children spend lots of time outdoors each day and confidently use resources and equipment to enhance their physical development. The manager has developed strong partnerships with the neighbouring school and this results in children having a very positive transition into school when the time comes. Children who have special educational needs and/or disabilities are provided with extra visits to the school to help them to become familiar with the routines, environment and teachers. Staff plan a rich and purposeful learning environment. There is a wealth of high-quality resources that constantly stimulate children's curiosity and fascination.

Outcomes for children are good

Children work within the expected levels of development for their age and they make good progress relative to their starting points; this includes those children for whom the pre-school receives funding. Children make good progress in literacy skills. They recognise and write their own names and the names of their friends. They demonstrate that they are confident and self-assured, as they approach visitors with a book to look at and share. Children enjoy singing sessions and willingly join in with the actions to songs. This helps to develop their expressive arts skills. Children develop skills that will help them in their future learning, including their eventual move to school.

Setting details

Unique reference number	221869
Local authority	Cambridgeshire
Inspection number	1127517
Type of provision	Full-time 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	26
Number of children on roll	24
Name of registered person	Folksworth Pre School Committee
Registered person unique reference number	RP517133
Date of previous inspection	17 November 2015
Telephone number	07542172075

Folksworth Pre-School registered in 1996. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The pre-school opens on Monday, Tuesday, Wednesday and Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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