

# Ramsey Pre-School

School Lane, Ramsey, Cambridgeshire, PE26 1AF



## Inspection date

6 July 2018

Previous inspection date

20 June 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

- Staff establish strong partnerships with other agencies involved in children's lives. This helps them to support children's emotional well-being and provides children with consistency in their care and learning. This contributes to the good progress children make.
- Parents are very positive about the pre-school. They state that they feel well informed about their child's progress and they know how to support their child's ongoing learning at home. They believe their children's individual needs are well met.
- Staff know the children well and plan stimulating activities to support their individual next steps in learning and their emerging interests. All children make good progress.
- Children establish strong bonds with staff. They demonstrate they feel safe and secure in their care. Children are confident to engage in activities and to seek reassurance should they feel sad.

### It is not yet outstanding because:

- Systems for monitoring information about the progress of different groups of children are not fully embedded.
- Staff's continuous professional development is not focused on raising the quality of teaching to the highest 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 current arrangements for reviewing the progress made by different groups of children and checking that all groups have the support they need to help close any gaps in learning swiftly
- focus staff's continuous professional development on raising the quality of teaching and learning outcomes for children to the highest level.

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

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff confidently fulfil their role to protect children from harm. They know what to do should they have a concern about a child's welfare. The provider implements robust recruitment procedures to help assure the suitability of adults working with children. The manager implements clear induction processes to help new staff understand their roles and responsibilities. The manager regularly conducts supervision meetings with staff to help to review their practice. She gathers the views of parents and staff to help to identify the pre-school's strengths and areas to improve. Additional funding the pre-school receives is used effectively to support children's good progress in learning.

### Quality of teaching, learning and assessment is good

Staff observe children as they play and assess their progress to plan for the next steps in their learning. Staff regularly share information with parents. Children explore how to mix and change colours during a painting activity. They are delighted when they make orange and share their discovery enthusiastically with staff. Children make handprints with the paint and staff encourage them to build their counting skills. For instance, children accurately count the number of fingers in their handprints. Older children are deeply engaged in activities with staff which explore reactions when substances are added together. They add paint to the experiment and show wonder and curiosity when the mixture bubbles over the container. Staff ask children a range of questions which helps them to think and predict what may happen. Staff enthuse children to explore the weight of everyday objects. Children eagerly find items which will make the scales balance. They know this means the objects weigh the same.

### Personal development, behaviour and welfare are good

Children settle quickly and thoroughly enjoy themselves. They are eager to do things for themselves and learn how to use knives safely, such as when they help staff prepare fruit for snack. Staff help children learn to share and take turns. They show children how to use sand timers so they can self-regulate taking turns for popular activities. Staff are good role models for children. They calmly and consistently help children to behave well and understand the pre-school rules. Children are extremely well prepared emotionally for the move to school. They are familiar with the school site and have good opportunities to meet the teachers before they start school.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. They gain key skills and positive attitudes to support the next stage in their learning and the eventual move to school. Children are active learners who confidently explore the environment. They ask questions and show curiosity in the world around them. Children recognise some sounds that letters make and are showing interest in writing for themselves. They enjoy listening to stories and confidently recite songs and rhymes they know.

## Setting details

<b>Unique reference number</b>	EY466948
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1102631
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Ramsey Pre-School Committee
<b>Registered person unique reference number</b>	RP519013
<b>Date of previous inspection</b>	20 June 2014
<b>Telephone number</b>	01487710160

Ramsey Pre-School registered in 2013 and is run by a committee. The pre-school employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday all year round. Sessions are from 8.50am until 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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