

# Offord Preschool And Applepips Osc

C/o Offord Primary School, St. Neots PE19 5SB



<b>Inspection date</b>	8 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

### The provision is good

- The manager and her staff are an experienced team who work well together. They are dedicated to providing children with high standards of care and stimulating learning experiences. Children make good progress in their learning and development.
- Staff establish good partnerships with the local school. They share information to provide consistency in care for Reception children who attend the out-of-school club. Younger children frequently visit and join in with school activities, such as sports day and Christmas Nativity productions. This helps children to become familiar with the school environment, routines and teachers, ready for when they move to school.
- The environment is well organised to enable children to self-select from a good range of resources which encourages exploration and imaginative play. Children confidently share their ideas with the staff, who sensitively join in with their play.
- Children thoroughly enjoy coming to the pre-school. Staff are good role models who create a calm and safe environment. They regularly praise children's efforts and achievements. This helps children to develop good levels of self-esteem.

### It is not yet outstanding because:

- Staff do not gather detailed information from parents when children first start, to establish promptly children's starting points and plan precisely for their next steps in learning.
- Staff do not consistently make the most of their interactions with children to extend their learning and problem-solving skills fully.

## What the setting needs to do to improve further

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

- gather more information from parents to help establish children's starting points more promptly and plan more precisely for their next steps in learning
- make the most of opportunities that arise during conversations and activities to extend children's learning and problem-solving skills fully.

### 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 of an activity with the pre-school manager.
- The inspector held a meeting with the provider and the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working at 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 leadership and management is good

The arrangements for safeguarding are effective. Staff confidently fulfil their role to protect children from harm. They receive regular training about wider safeguarding issues and know what to do should they have any concerns about a child's welfare. Staff meticulously risk assess the environment, particularly when they take children out into the community. The provider implements robust procedures to ensure the suitability of staff. Staff benefit from detailed induction procedures which help them to understand their role and responsibilities. The manager regularly meets with the staff on a one-to-one basis to review their practice, coach and support them. Staff identify training opportunities with the manager to develop their skills and knowledge to support children's specific needs and staff interests.

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

Staff know the children well. They observe children as they play and assess their progress, which is regularly shared with parents. Staff plan activities to inspire children's engagement and support their next steps in learning. Children are eager and active learners. For example, they show determination and skill as they tap golf tees into pumpkins using hammers. They create patterns on the pumpkins with elastic bands and screwdrivers, and staff talk to children about the different lengths of the golf tees. Staff give children time to satisfy their curiosity. For instance, on a walk to the church, children find acorns, red leaves and feathers for their autumn collection. Children investigate these items further on their return to the pre-school. For instance, they use the feather to paint pictures to take home.

### Personal development, behaviour and welfare are good

Staff use the local area well to broaden the range of learning experiences on offer. This enables the children to be more involved in their wider community and to develop an awareness of the world around them. For instance, they know that their gifts for harvest festival will help other families. Staff teach children about road and train safety when they walk out into the community. Children notice environmental sounds which help to keep them safe, such as the sound of the barriers when a fast train approaches. This also develops good listening skills, which help children to identify other sounds, such as those associated with letters to support early reading skills. Children have good opportunities to learn about the benefits of a healthy lifestyle. They enjoy daily outdoor play and nutritious snacks, which include fruit and vegetables.

### Outcomes for children are good

All children make good progress, given their starting points and capabilities. Children are confident and active explorers. They make independent choices in their play, show good levels of concentration and are eager to do things for themselves. Children learn to share and take turns, showing respect for their peers and the environment. They are curious and eager to learn about the world around them.

## Setting details

<b>Unique reference number</b>	EY536737
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10080191
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Davidson-Roberts Ltd
<b>Registered person unique reference number</b>	RP911128
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01480 810488

Offord Preschool and Applepips Out-of-School Club registered in 2016. The pre-school is open Monday to Thursday during term time, for children aged two to five years. Sessions run from 7.30am to 4.30pm. The out-of-school club is open Monday to Friday during term time, for children aged four to 11 years. It runs from 7.30am until 8.50am and from 3.30pm until 6pm. The holiday club runs Monday to Friday from 7.30am to 6pm, for children aged three to 11 years. It is open during all school holidays, except between Christmas and New Year. The pre-school receives early education funding for two-, three- and four-year-old children. The setting employs five members of staff, three of whom hold childcare qualifications at level 3.

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