

Great Staughton Pre-School (Piglets)

The Playing field, Great Staughton, ST. NEOTS, Cambridgeshire PE19 5BP



Inspection date	13 November 2018
Previous inspection date	21 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 committee has taken prompt and decisive action to address the weaknesses identified at the last inspection. It has sought guidance from the local authority, with whom they continue to work closely, to bring about swift improvements and raise the quality of care and learning for the children.
- The recently appointed manager is extremely dedicated to raising standards in children's care and learning experiences. She has quickly implemented effective changes in practice. She has established effective staff supervision arrangements to coach, support and build staff knowledge and skills.
- Parents are positive about the pre-school and staff. They state they receive regular and detailed information about their child's progress, including the progress check for children aged between two and three years.
- Staff know the children well. They plan and provide a wide range of activities to support children's interests and help them to make good progress.
- Children form strong bonds with staff and demonstrate that they feel safe and secure in their care. Staff are good role models and help children to develop good social skills.

It is not yet outstanding because:

- Due to unforeseen circumstances, the recently appointed deputy manager has withdrawn from the post. The provider has acted promptly to recruit for the position. However, at the time of inspection, there was no named deputy manager who can take charge in the manager's absence.
- Sometimes, staff do not adapt activities to offer enough challenge to extend learning for most-able children.
- On occasion, staff do not always ensure that children can continue to explore an activity and develop their ideas before moving them on to the next activity.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
appoint a named deputy to take charge in the manager's absence.	31/12/2018

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

- adapt teaching and planned experiences to provide most-able children with appropriate challenge to help them to make good progress
- enhance opportunities for children to explore activities of their own choosing and develop their ideas to their satisfaction.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 committee representatives and the pre-school manager. She looked at relevant documentation and evidence of the suitability of 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 leadership and management is good

The committee has worked closely with the local authority and now has a good knowledge of the requirements of the early years foundation stage. It implements effective induction and probation processes to help staff understand their role and responsibilities. The recently appointed manager is highly qualified and experienced, and well supported by the committee. She has implemented effective procedures to help staff to develop their knowledge and skills. The committee and staff have completed training to improve their understanding of their responsibilities to safeguard children. Staff confidently explain the procedures to follow should they have any concerns about a child's welfare. The committee implements robust recruitment procedures to assure the suitability of adults working with children. The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

Staff know the children well. They observe children as they play and assess their progress accurately. Children are active learners who freely choose from a good range of resources. Staff provide children with good opportunities to talk and they help children to build their vocabularies. For instance, staff explain the attraction properties of magnets, name items and narrate children's play. Staff promote children's understanding of mathematics well. For example, children compare the shapes of their sandwiches. They recognise triangles, squares and rectangles. Staff talk to children about the marks they make when painting and using paper and pens. Older children begin to identify the sounds that letters represent.

Personal development, behaviour and welfare are good

The key-person system is used effectively. Staff develop good partnerships with parents from the start. They gather meaningful information from parents to identify children's starting points promptly and establish an effective two-way flow of information about children's care and learning. Staff ensure they record children's attendance accurately. Children behave well. Staff show children respect and consideration. Children regularly receive lots of praise for their efforts and achievements. This helps children to build good levels of self-esteem. Staff help children to learn about the benefits to their health of regular exercise, eating healthy foods and drinking water. Children learn to care for and be kind to other creatures. For example, when children discover a spider, staff help them to find a safe place for the spider to live outside.

Outcomes for children are good

Children make good progress in their learning, given their starting points and capabilities. They are confident talkers and eager to explore the environment. Children learn to share and take turns. They build friendships and seek each other out to share their experiences. Children use numbers in play and recognise some shapes. They listen carefully and follow instructions well. Children enjoy books and stories. They sit and read familiar stories to their friends with great expression. Children gain key skills and positive attitudes to support the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	221745
Local authority	Cambridgeshire
Inspection number	10079698
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	16
Name of registered person	The Great Staughton Pre-School Committee
Registered person unique reference number	RP517174
Date of previous inspection	21 June 2018
Telephone number	07759 382575

Great Staughton Pre-School (Piglets) registered in 1992 and is committee run. It is located in St Neots, Cambridgeshire. The pre-school employs three members of childcare staff. Of these, two members of staff hold appropriate early years qualifications at level 2 or above, including the manager who holds an appropriate early years qualifications at level 5. The pre-school opens during school term times from Monday to Thursday each week. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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