

# Earith PreSchool 7

Earith Primary School, School Road, Earith, HUNTINGDON,  
Cambridgeshire PE28 3QB



<b>Inspection date</b>	30 November 2018
Previous inspection date	8 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff work exceedingly well in partnership with parents. They establish a successful two-way flow of information with parents which builds trust and mutual respect. Parents know precisely what their children are learning and how to support their continued progress at home. This significantly contributes to the exceptional rates of progress children make in their learning.
- Staff know the children incredibly well. They plan highly stimulating and challenging activities which reflect children's emerging interests and individual stage of development. Staff sensitively join in with children's play and effortlessly extend their learning. Children are deeply engaged and enthusiastic, showing high levels of concentration during activities.
- The manager and the committee are highly committed to provide children with high-quality standards of care and learning experiences to help them achieve at the highest levels.
- The manager is meticulously well organised. She makes exceptional use of a wide range of self-evaluation tools to review the effectiveness of the pre-school. She gathers feedback from parents, children and other professionals to help continually improve outcomes for children.
- Children thrive in the welcoming and nurturing environment staff provide. They settle quickly and establish strong, affectionate bonds with staff. Children are confident to share their ideas and seek reassurance should they need it. They demonstrate that they feel safe and secure.
- Children show high levels of self-control and behave exceptionally well. They receive lots of praise and encouragement, and this helps them to develop high levels of self-esteem. They show respect for each other and some children develop close friendships.

## What the setting needs to do to improve further

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

- evaluate the impact of the proposed enhancements to the outdoor area on the progress children make, especially for those children who prefer to learn outdoors.

### 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 chair of the committee. She looked at relevant documentation and checked evidence of the suitability of committee members 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 leadership and management is outstanding

The manager leads the experienced and well-qualified staff team extremely well and they work seamlessly together. Staff are highly valued and extremely well supported in their professional development. All staff demonstrate a high commitment to improve. They successfully weave mathematical language and ideas into children's play, demonstrating embedded learning gained from specific training they have received. The manager perceptively analyses children's progress, both individually and for the different groups of children that attend. This helps her to precisely plan for any gaps in provision. The manager plans with parents how additional funding children may receive is used to enhance children's learning experiences and prepare them for school. Parental feedback is extremely positive. Safeguarding is effective. Staff confidently fulfil their role to protect children from harm. They demonstrate an expert knowledge of child protection issues and what to do should they have any concerns about a child's welfare.

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

Teaching is inspirational. Staff precisely assess children's progress and intuitively plan to support their next steps in learning. They establish highly effective partnerships with other providers to promote continuity in children's care and learning. Children enthusiastically anticipate phrases and words in familiar stories and songs, which they re-enact joyfully. Staff seamlessly adapt group activities to enable all children to engage. Children have rich and varied opportunities to make marks and be creative. They use chalk outside and paint walls with water using paintbrushes. Children explore the effect of adding pebbles and shells to containers of water. Staff encourage children to predict what will happen and to test out their ideas.

### Personal development, behaviour and welfare are outstanding

Children are truly valued at this pre-school. Their artwork is proudly displayed, annotated with children's words about their creations. Staff help children to make decisions and take measured risks as they play. Children gain confidence to climb steps on the outdoor apparatus. They work out for themselves how to safely use the fireman's pole to descend to the ground. The manager intends to enhance even further the rich outdoor learning environment to support those children who prefer to learn outdoors. Children explore books and festivals to learn about faiths and cultures different to their own. They benefit from a thoughtful and sensitively structured plan of visits and play opportunities with the Reception class at the local school. This helps children to maintain high levels of self-esteem and supports their emotional well-being when they move to school.

### Outcomes for children are outstanding

Children make high rates of progress given their starting points and capabilities. They are active learners who confidently explore the environment, showing awe and wonder as they satisfy their curiosity. Children show a high sense of equality in their play. They ensure their friends have turns and share their joy when they achieve success, such as when their very tall towers do not topple over. Children develop excellent independence skills, both in play and in managing their self-care needs.

## Setting details

<b>Unique reference number</b>	221818
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062028
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Playgroup 7 Committee
<b>Registered person unique reference number</b>	RP907264
<b>Date of previous inspection</b>	8 December 2015
<b>Telephone number</b>	01487 8414 78

Earith PreSchool 7 registered in 1996 and is committee run. The committee employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 3pm, except on a Thursday when sessions finish at midday. The nursery provides funded early education for two-, three- and four-year-old children.

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