

# Foxton Pre-School

Foxton Village Hall, 11 Hardman Road, Foxton, CAMBRIDGE CB22 6RN



<b>Inspection date</b>	24 January 2019
Previous inspection date	10 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

### This provision is good

- The manager and staff reflect on and evaluate their practice. For example, they carry out audits covering all aspects of safeguarding and review their policies and procedures in light of their findings.
- Staff promote children's communication and language skills well. They engage in conversations with children, for example at mealtimes. Children talk about their experiences at home and are learning how to show respect for others through social conversations.
- Children particularly enjoy listening to and moving to music. For example, staff use a song about dough to help children develop skills using their hands, such as splatting and rolling a piece of dough. Their dexterity is further promoted as children pass the dough round their bodies from one hand to the other.
- Parents speak highly of the pre-school and the staff. They state that their children feel safe and secure and receive good education that prepares them well for starting school.
- The pre-school has clear policies and procedures in place to promote healthy eating to children. However, on the day of inspection, the staff did not consider the amount of sugar that was contained in an adult-planned cooking activity.
- Staff do not always use the information they gain from parents, on what children can already do when they begin to attend, to swiftly identify their starting points in learning.

## What the setting needs to do to improve further

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

- give clear and consistent messages to children about the benefits of healthy eating
- enhance the assessments and tracking of the progress children make right from the outset, in order to support their learning to the highest levels.

### Inspection activities

- The inspector observed the staff's teaching and their interactions with children indoors and outdoors.
- The inspector observed an adult-led activity with the manager and held a discussion with her about staff's teaching and children's learning.
- The inspector spoke to staff and children and held a meeting with the manager.
- The inspector looked at a sample of paperwork, including staff qualifications, suitability checks of staff and committee members, and safeguarding policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge and understanding of the signs and symptoms that may indicate concerns about children's welfare. They place a high priority on ensuring children are safe. For example, staff make sure the environments are free from hazards, especially after other groups have used the community centre. Staff turnover is low and the provider follows rigorous recruitment procedures to help ensure staff are suitable to work with children. Induction procedures are strong and help new staff to quickly understand their roles and responsibilities. Staff performance is monitored through regular observations of their practice and supervision meetings. Staff talk about the positive impact this has on their work with children.

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

Staff make regular observations and assessments of children's learning. These are used to inform planning and support children's ongoing good progress. Staff discuss children's progress with parents and help them to identify ways they can support learning at home. This helps to promote continuity in children's learning. Staff provide opportunities for children to make independent choices and initiate their own play. For example, they set up the role-play area as a restaurant. Children have opportunities for writing and learn how to use technology, such as toy phones. Staff sensitively teach mathematics to children. For example, as children use dough, staff ask them to work out how many pieces they will have when they add another one.

### Personal development, behaviour and welfare are good

Children behaviour is good. They play cooperatively, take turns and show respect for each other and for adults. Children show high levels of independence and develop good self-care skills. Staff encourage them to complete tasks for themselves, for example at snack times and when using the bathroom. Children have many opportunities to be outdoors. They are very proud of their achievements, for instance when they learn to walk on low stilts and are able to catch balls. Staff are aware of children's needs and respect the choices they make. For example, when children say they are cold outside, they can choose to play inside. Staff deploy themselves well so that children in both areas are adequately supervised.

### Outcomes for children are good

All children make good progress and are developing into independent learners. They are well prepared for their next stages of learning and ultimately for school. Children enjoy books and know that people who write books are called authors. During group story times, they confidently express their views and ideas. Children learn about shape and length as they use dough, counting how many long and short noodles they have made.

## Setting details

<b>Unique reference number</b>	EY376520
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062059
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Foxton Pre-School
<b>Registered person unique reference number</b>	RP908072
<b>Date of previous inspection</b>	10 December 2015
<b>Telephone number</b>	07946713708

Foxton Pre-School registered in 2008 and is managed by a voluntary committee. The pre-school employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3 and above. The pre-school opens on Monday, Wednesday and Thursday from 9am until 3.15pm, during term time. It provides funded early education for three- and four-year-old children.

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