

# Little Paxton Pre School

Little Paxton Primary School, Gordon Road, Little Paxton, ST. NEOTS,  
Cambridgeshire PE19 6NG



<b>Inspection date</b>	12 February 2019
Previous inspection date	26 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Children are not consistently challenged, reducing opportunities for them to make good progress in their learning, overall. This means they are not always well prepared for school.
- Staff do not successfully engage all children in purposeful activity. This results in some children becoming boisterous and loud and at times some children wander aimlessly.
- The effectiveness of staff practice and its impact on children's progress is not yet monitored well enough to raise the quality of teaching to a consistently good level and improve outcomes for children.

### It has the following strengths

- Parents are positive about the pre-school. They state that they are well informed about their child's day and the progress they make. They share that staff are friendly and approachable.
- Children play in a safe and secure environment. Staff complete daily risk assessments to ensure any hazards to children's safety are reduced.
- Staff are kind and welcoming. Children receive regular praise and reassurance. Children establish suitable bonds and attachments with staff and demonstrate that they are happy.

## 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
use information from observation and assessment to plan challenging and enjoyable experiences that are based on children's interests and next steps in learning	12/03/2019
ensure children's behaviour is consistently managed.	12/03/2019

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

- strengthen systems for monitoring staff performance and supporting their ongoing professional development, to promote consistently good teaching and learning.

### 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 the chair of the committee. She looked at relevant documentation and evidence of the suitability of the 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 requires improvement

The manager gathers the views of staff, parents and the committee to evaluate the pre-school. She reviews children's progress and identifies gaps in provision. However, she has not yet developed staff practice to ensure that quality learning and development experiences for children continually improve. Although staff review children's progress, they do not plan effectively to fully support children's learning. This results in some children not making good enough progress. However, staff work well with other professionals and families to support children with special educational needs and/or disabilities. They attend joint meetings and establish an effective two-way flow of information to support children's specific individual needs. The arrangements for safeguarding are effective. Staff and the committee confidently fulfil their responsibility to protect children from harm. They receive regular training to keep updated with wider safeguarding issues. They know what to do should they have any concerns about a child's welfare.

### Quality of teaching, learning and assessment requires improvement

Staff complete regular observations and assessments of children's learning. They plan activities which reflect children's interests. For instance, when children show increased interest in books, staff provide children with opportunities to re-enact the three little pigs story. Children use a range of materials to construct the pigs' houses and anticipate key words and phrases in the story. However, some children are not effectively challenged. Although staff recognise that some children prefer to learn outdoors, activities are limited to physical play with bicycles and slides. Children explore sand and water but their learning is not extended.

### Personal development, behaviour and welfare require improvement

The range of activities on offer does not always successfully engage all children. This sometimes leads to high volumes of noise and some older children running inside that is not consistently challenged. Furthermore, this creates a chaotic environment at times that affects other children's ability to concentrate and hear what staff say. Children are encouraged to develop good hygiene routines. They know when to wash their hands and develop independence in their intimate care routines. Children enjoy role-play activities. They explore dressing-up accessories and create their own games. Children sit and listen well as a group for the short story at the end of the session.

### Outcomes for children require improvement

Most children develop some skills that will help them in the next stage of their learning and the move to school. Children learn to share and take turns independently, using sand timers to regulate time with popular toys. They are encouraged to do things for themselves, such as putting on their coats to play outside. However, they are not fully supported to make consistently overall good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY388676
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062122
<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>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Little Paxton Pre-School Committee
<b>Registered person unique reference number</b>	RP517186
<b>Date of previous inspection</b>	26 January 2016
<b>Telephone number</b>	01480 356039

Little Paxton Pre School registered in 2009 and is committee run. The committee employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time only. Sessions are from 9am until 3pm. The pre-school 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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