

# Hail Weston Preschool Activity Group

The Village Hall, High Street, Hail Weston, ST. NEOTS, Cambridgeshire  
PE19 5JS



<b>Inspection date</b>	14 February 2019
Previous inspection date	25 May 2016

<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 leadership team is ambitious and strives to achieve high-quality provision. With staff, they reflect on practice and identify what changes can be made to improve, such as enriching opportunities for children to select resources to practise their mark making.
- Staff support children to understand their feelings and learn to manage their behaviour. Children copy the good example set by staff. They act calmly and positively, treating one another with kindness and respect.
- The manager monitors individual children's progress. She checks the progress of groups of children and accurately identifies and targets any emerging gaps in their learning to ensure all children receive the support they need.
- Staff organise the environment successfully to create a welcoming and stimulating space in which to learn. Children move freely between different play areas, leading their own play and actively engaging in an exciting range of learning activities.
- Children flourish in the pre-school. They form secure attachments to staff who are caring and attentive to their needs. This supports children's emotional well-being effectively.
- Staff have many opportunities to enhance their practice. However, the leadership team has not sought further ways to help staff develop an expert knowledge of teaching and learning.
- Although partnerships with parents are good, the leadership team has not found successful ways to involve all parents in their child's learning.

## What the setting needs to do to improve further

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

- build on the already good practice and seek further ways to help all staff develop first-rate teaching skills
- find innovative ways to enable a shared approach and encourage all parents to be part of their child's learning.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector talked with staff and children at appropriate times throughout the inspection. She completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager, the provider and deputy manager. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of checks about staff suitability.
- The inspector spoke to parents during the inspection and took account of their views. She also viewed written feedback from parents.

**Inspector**  
Emma Bright

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of safeguarding procedures. They know how to report any concerns they may have about a child's welfare. Recruitment of staff is robust. There are effective induction procedures in place which contribute to the safe and efficient management of the pre-school. Staff work very well with other professionals to support children with special educational needs and/or disabilities. This helps to ensure that each child's needs are recognised, understood and consistently met. The manager makes good use of her higher qualification to inform her work and continually develop the early years provision. Staff benefit from effective supervision meetings and discussions about practice. This helps to ensure good outcomes for every child. The leadership team knows the children well and makes good use of additional funding to help reduce any differences in learning.

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

Staff know the children well and track their progress accurately. This helps them to plan activities that are tailored to each child's individual learning needs. Staff sensitively participate in children's play. They suggest ideas to extend learning, while skilfully knowing when to stand back to allow children to try for themselves. Staff model language well and use questions as a way to develop children's understanding, listening and speaking skills. Children enjoy many opportunities that support them in developing their skills in writing and making marks. They paint on the wall with water and write with great concentration on clipboards.

### Personal development, behaviour and welfare are good

Staff use the key-person system well. They meet with parents and gather clear initial information about children's needs. Parents comment positively about the provision for their children. They say 'the staff are amazing' and 'staff take such good care of our children'. Children develop their physical skills and gain a good understanding of healthy lifestyles. They learn to balance, control their muscles and allow space for one another as they use equipment, such as ride-on toys. Children learn about the importance of exercise and talk about why their hearts beat faster after running around. Staff praise children's efforts and children readily celebrate each other's achievements. This helps build their confidence and reinforces their positive attitudes to learning.

### Outcomes for children are good

All children make good progress in their learning. They are gaining the key skills they need in readiness for school. Children are highly independent. They competently manage their self-care needs, make decisions and share their views. Children are confident communicators and show a keen interest in letters and numbers.

## Setting details

<b>Unique reference number</b>	221741
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062081
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Hail Weston Pre-School Activity Group Committee
<b>Registered person unique reference number</b>	RP902098
<b>Date of previous inspection</b>	25 May 2016
<b>Telephone number</b>	01480 214 574

Hail Weston Preschool Activity Group registered in 1992 and is located in St Neots, Cambridgeshire. The pre-school committee employs eight members of staff, including the manager. Of these, four members of staff hold appropriate early years qualifications at level 3, one at level 2, and the manager holds early years teacher status. The pre-school opens Monday to Friday, during school term time. Morning sessions are from 9.15am until 12.15pm. A lunch club runs from 12.15pm to 1.15pm. Afternoon activity sessions run from 1.15pm to 2.15pm. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

