

# Coton Pre School

Whitwell Way, Coton, Cambridge, Cambridgeshire CB23 7PW



<b>Inspection date</b>	26 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 are professional and enthusiastic. They work extremely well together sharing ideas to provide children with a safe and interesting place to play and learn. Staff recruitment, induction and ongoing supervision meetings ensure all staff are and remain suitable to work with children.
- Children make good progress. Staff plan effectively for their next steps in all areas of learning, using their recently introduced monitoring and tracking system. Staff also work well with parents and other professionals involved in the children's care. These links help to ensure that children receive the support they need to close any identified gaps in their learning.
- Children make good friendships. Staff help them to listen and develop a respect for each other. Children are eager to participate and they display good behaviour and social skills.
- Children's health and well-being are supported well. Emphasis is placed on positive social experiences at snack and meal times. Children learn good manners and have opportunities to find out about each other's similarities and differences. They discover that some staff and children cannot eat particular foods, as these may harm them.
- The manager and staff have found successful ways to involve most parents to complement and extend their children's learning at home.

## What the setting needs to do to improve further

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

- strengthen opportunities for sharing ideas and activities to encourage all parents to extend and complement their children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector evaluated an activity with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how reflective practice is managed.
- The inspector took account of the views of parents through feedback questionnaires shared at inspection.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of leadership and management is good

The pre-school is an integral part of the early years unit in the host primary school. Safeguarding is effective. Pre-school children share many facilities within the safe and secure school and its grounds. The manager and staff have a very good knowledge of how to recognise a child who may be at risk of harm. They know how to use procedures effectively to protect children's welfare. Ongoing training keeps staff updated with the latest safeguarding advice and guidance. The well-qualified manager and staff obtain the views of parents to help them identify ways the pre-school can continuously improve.

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

Staff listen to children and follow their lead. While children play with sand and water, they notice a ladybird. Staff extend their understanding as they redirect their play. Children thoroughly enjoy a spontaneous bug hunt. They search on 'top of' and 'under' leaves, developing their understanding and use of positional language. Children show great care as they carefully tip a leaf so that a ladybird slides into their viewing dish. The children extend their vocabulary as they learn that 'magnifiers' help them to see bugs up close. They enjoy comparing their discoveries. Staff are quick to extend learning as they encourage children to count whose ladybird has the most black spots. This supports children's communication and early mathematical skills and their understanding about small creatures in the natural world.

### Personal development, behaviour and welfare are good

Staff find out about children's needs, likes and interests before they start. This helps children to settle well and form positive relationships. Staff praise and celebrate children's achievements to help boost their confidence and self-esteem. Children have plenty of opportunities to be active outdoors. They thrive on taking part in physically demanding activities, such as manoeuvring wheeled toys safely, or learning how they can move their bodies in different ways. Children thoroughly enjoy slithering like snakes, prowling like lions or waddling like a penguin. Children have fun learning about how their bodies work. For instance, while standing still, they feel their hearts and then later, after exercise, they notice their hearts beating faster. Staff work with parents to ensure that children's snacks and packed lunches are healthy. They encourage discussions with children to help them make links between eating food, taking exercise and keeping healthy.

### Outcomes for children are good

Children are curious learners and are keen to take part in activities. They develop a good range of skills that prepare them well for their next stage in learning and school. Older children quickly learn to recognise their names and practise writing using notepads and pencils. Younger children enjoy exploring letter shapes as they make marks in sand and foam. All children make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	EY544516
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10091955
<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>	22
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Coton Pre School CIO
<b>Registered person unique reference number</b>	RP544515
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01954211228

Coton Pre School re-registered in 2017 as a Charitable Incorporated Organisation. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The pre-school opens during term time. Sessions are from 9.05am until 3.05pm on Monday, Tuesday, Wednesday and Thursday. The pre-school provide funded early education for two-, three- and four-year-old children.

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