

New Road Pre-School

New Road Primary School, New Road, Whittlesey, PETERBOROUGH PE7 1SZ



Inspection date	25 April 2019
Previous inspection date	4 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Since the last inspection, the management committee have improved their systems to ensure Ofsted are made aware of all new members within required timescales. This allows their suitability to be appropriately checked and verified.
- Children are confident, happy and feel secure at the pre-school. New children settle very quickly. Staff thoroughly understand their key-children's personalities and capabilities and how best to support them in their development.
- Children have good opportunities to explore the natural environment. They visit local woods for forest school activities and are eager to explore the interesting learning environment provided for them in the garden. They learn to care for living creatures. For instance, they gently remove a small spider from the slide so they do not squash it.
- Staff monitor and track children's progress effectively. They carry out regular observations of children during play and use these to identify appropriate next steps in their learning.
- Staff support children with special educational needs and/or disabilities very well. They ensure they forge effective links with other professionals to support children's welfare and all-round development.
- Staff form strong and supportive partnerships with parents and carers. They meet regularly to share information about children's progress and to discuss their ongoing interests and development needs. Parents are invited into the setting to read stories and sing songs.
- Systems for rigorously monitoring the teaching practice of staff are not fully effective in raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- use the systems for managing staff performance and supervision more effectively to evaluate the impact of staff practice on children's learning in order to raise the quality of teaching to the highest level.

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 to children during the inspection.
- The inspector held discussions with staff throughout the inspection about their practice and children's learning and development.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector viewed written feedback from parents and other professionals.

Inspector

Carly Mooney

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are alert to the signs of possible abuse and recognise where children may be vulnerable. They understand how to report their concerns to the appropriate authorities. Robust recruitment and induction procedures are in place to ensure only suitable people work with the children. Staff are deployed effectively and remain vigilant about the safety of children. Staff meet regularly as a team. They are involved in reviewing and assessing the needs of the pre-school. Children's individual progress is monitored well. Additional funding is used effectively to provide training opportunities for staff. This helps to further enhance children's learning experiences.

Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of how children learn and develop. They help ensure that children make good progress from their starting points. Activities provided for children are well thought out and interesting. This helps to motivate children to learn and explore using all of their senses. For example, fruit teabags are added to water play and herbs to activities with dough. Staff use good teaching skills to help children develop their language skills and thought processes. Resources outside, such as a real boat and car seats, help to fuel children's imaginations and engage them in meaningful, imaginative play. They also confidently make up their own fun scenarios as they pretend to be dinosaurs and monsters in the garden.

Personal development, behaviour and welfare are good

There are effective arrangements in place to gather information from parents before children start attending. Key persons visit children in their own homes to find out about their interests and needs. This enables them to plan suitable activities in the pre-school to help children settle. Through gentle reminders, children learn to share resources and play cooperatively with their friends. They understand the rules and routines of the pre-school and follow them well, including managing their self-care needs. Staff help children to be healthy. They have good opportunities to be physically active and enjoy plenty of fresh air in the garden. Good links have been formed with staff at local schools, to help support a smooth transition as children move on in their education.

Outcomes for children are good

Children make good progress. They are sociable and enjoy spending time with their friends. Children learn to recognise their name and hear the initial letter sounds in words. They engage in activities that support their early writing skills, such as making marks on the fence with paint brushes and water. Children are confidently learning the key skills required for starting school.

Setting details

Unique reference number	221885
Local authority	Cambridgeshire
Inspection number	10084925
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	48
Number of children on roll	41
Name of registered person	New Road Pre School (Whittlesey) Committee
Registered person unique reference number	RP517190
Date of previous inspection	4 May 2018
Telephone number	07773 405955

New Road Pre-School registered in 1992. The pre-school employs eight members of childcare staff. Of these, all hold appropriate early years qualifications from level 3 to level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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