

# Over New Road Preschool CIC

Over Baptist Church, New Road, Over, CAMBRIDGE CB24 5PJ



<b>Inspection date</b>	3 May 2019
Previous inspection date	7 October 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 partnerships between parents and staff effectively support children's emotional well-being and promotes their good progress. Parents say their children enjoy coming to pre-school very much. Staff keep parents well informed about all aspects of their children's life at pre-school.
- Staff have caring relationships with children. They know the children well and have a thorough understanding of their individual interests and learning needs. This helps them to plan activities that successfully engage children's attention.
- Staff manage children's behaviour well. They act as positive role models and help children to develop their understanding of the importance of kindness and good manners.
- Managers and staff have a good understanding of their responsibilities to provide children with a safe environment. Staff deploy themselves well to maintain children's safety. They routinely update their already sound knowledge of safeguarding procedures.
- Staff have not thought creatively about how they can enhance the routines of the day to offer children more opportunities to lead their own learning and make the most of their time at pre-school.
- Although staff attend mandatory training there is less emphasis on identifying professional development that helps staff to raise teaching skills 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:**

- enhance children's opportunities to lead their own learning and make the most of their time at pre-school
- develop further staff professional development opportunities that focus on elevating the quality of teaching and children's learning to a higher level.

### **Inspection activities**

- The inspector met with parents and took account of their views from written feedback and the results of surveys. She spoke with children and staff.
- The inspector observed staff and children during the inspection to evaluate the quality of teaching and the impact this has on children's learning. She carried out a joint observation with the manager.
- The inspector discussed management processes with the manager and a representative of the directors. She checked essential documents, including evidence of staff suitability, qualifications and children's records.

**Inspector**  
Veronica Sharpe

## Inspection findings

### Effectiveness of leadership and management is good

Despite recent changes, managers and staff form a strong team. They work together well to provide children with the support they need. New staff have worked hard to develop a comprehensive understanding of children's care and learning needs. Safeguarding is effective. Robust recruitment procedures are implemented to help to ensure anyone working with children is suitable to do so. The new manager has implemented individual supervisory meetings with staff where any concerns about children's welfare or development can be shared appropriately. Mandatory training, such as first aid, is undertaken by all staff, which also contributes well to children's safety. Managers regularly collect the views of children, staff and parents to evaluate and improve the quality of the provision.

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

The quality of teaching is good. Staff use questioning well to promote children's thinking. For example, they encourage children to speculate about the eating habits and lifestyles of the insects they see in the garden. Children develop confidence in speaking. They join in enjoyable group activities where staff engage them in conversations, songs and rhymes. Children make meaningful marks with enthusiasm. They draw chalk lines on the pavement and follow the lines with their feet. Older children mark their craft work with their names. Staff observe children as they play and use the information to plan focus activities that provide support for the next steps in learning. They have recently implemented a new online system to share their observations and assessments more effectively with parents. Managers monitor children's progress to identify and address any gaps in learning. Children with special educational needs and/or disabilities benefit from one-to-one support from experienced and qualified staff.

### Personal development, behaviour and welfare are good

Staff help children to settle into the pre-school quickly. They warmly greet children as they arrive and help them to feel welcome. Children learn to follow good hygiene routines. They develop practical skills as they help to prepare their snacks. Staff give parents useful guidance on healthy lunch boxes. They talk to children about the importance of healthy foods to enhance their understanding. Children have daily opportunities to be active outdoors. They benefit from a well-equipped and interesting play space that provides varied physical challenges, such as balancing and climbing. Staff help children learn about their local community as they go for walks and meet other people.

### Outcomes for children are good

Children enjoy coming to pre-school. They have positive attitudes to their learning and eagerly take part in the activities. Children make good progress from their starting points. They enter school well prepared for the social and academic demands of Reception. Children develop their independence. They put on their own coats for outdoor play and help to tidy away their toys. Children handle books with care and listen attentively to stories. They make friends and learn to share and take turns.

## Setting details

<b>Unique reference number</b>	EY439387
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062074
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Over New Road Preschool CIC
<b>Registered person unique reference number</b>	RP531238
<b>Date of previous inspection</b>	7 October 2015
<b>Telephone number</b>	01954206060

Over New Road Preschool CIC re-registered in 2012 due to a change in company status. The pre-school employs six members of childcare staff including the manager. Of these, five hold relevant qualifications at level 2 and 3. The pre-school opens during school term times. Sessions are from 9am until 3pm each weekday, except for Tuesday when it is closed. The pre-school provides funded early education for two-, three- and four-year-old children.

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