

# Eaton Socon Pre-School

38a Queens Gardens, Eaton Socon, St Neots PE19 8DN



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 21 May 2019    |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Not applicable     |          |
| Effectiveness of leadership and management                    |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- The manager and the board of trustees have a very clear vision of what they want to achieve and work together in a close and highly effective partnership.
- Children thrive in this superbly well-organised environment which provides an immediate impression of liveliness and excitement. Parents speak very highly of the pre-school and say their children thoroughly enjoy their time there.
- The manager leads a strong team of staff who are fully committed to providing an exceptional experience for children. They plan a range of inspirational activities that deeply interest and challenge children of all ages.
- Staff are exemplary role models and join in children's play with great enthusiasm. For example, in the outdoor area, a member of staff acts as station master as children roll large wooden bobbins down a home-made railway track.
- Staff make excellent use of conversation during every activity. They expertly vary questions to extend children's understanding and they give them time to work their ideas through. Staff constantly model clear speaking and careful listening. They know exactly when to repeat or extend what children say. Teaching is outstanding. Children learn to speak with confidence.
- Children develop physical skills through a very well-targeted range of activities to develop both large and small muscles. They learn to take safe risks and assess levels of safety for themselves.
- Staff listen to parents' views and involve parents in children's care and learning development. Parents say that no problem is left unresolved. Children and families who need specialist advice and support receive appropriate and timely help.
- Staff monitor children's development constantly. They create precisely targeted plans to ensure all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make significant progress from their starting points.

## What the setting needs to do to improve further

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

- continue to build on opportunities to further develop the excellent use of the space around the pre-school.

### Inspection activities

- The inspector observed activities in the indoor play areas and the outdoor learning environment. She conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the pre-school. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the pre-school's risk assessments and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the pre-school, self-evaluation and a range of other documentation.
- The inspector spoke to a selection of parents during the inspection. She took account of their views.

### Inspector

Liz Kissane

## Inspection findings

### Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. All staff understand their responsibilities in relation to child protection issues very well. They know how to report any concerns about child welfare to relevant professionals. The management team vets staff closely to confirm their suitability to work with children. Staff have a thorough induction to meet the pre-school's high standards. The management team carries out detailed observations and staff supervisions to target training. Staff always know how well they are progressing towards well-defined goals. The manager has strong links with professionals and trainers to make continuous improvements. Staff use recent training to focus on helping reluctant speakers to gain confidence in speaking. Following the move to a new building, staff continue to evaluate and improve the already superb outdoor environment. For example, they have developed a 'mud kitchen' where children can access a range of utensils and natural materials.

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

Children enjoy exploring materials first-hand. They investigate properties of materials and how they change when mixed. Young children are inquisitive and ask searching questions, for example about ways to vary the flow of water to a trough outside. They explore and compare how water flows through a large pipe and a pipette. Older children work out how roots function as they observe beans growing. Very young children learn about different bugs and insects, for example as they press out moulds of different species in play dough. Staff have an excellent knowledge and understanding of how children learn. They give clear guidance on making small steps to build success quickly. For example, when young children beat rhythms on musical instruments, a staff member helps them to count the beats and alter the range of sound. Staff expertly alter teaching to meet the needs of each child.

### Personal development, behaviour and welfare are outstanding

Staff's extremely positive attitudes help even the youngest children feel emotionally secure. Children behave very well. For example, older children independently work out how to share a popular toy fairly. Role play helps children acquire life skills. For example, children set up a fruit and vegetable market stall where they buy produce. They grow some of the produce. From a young age, children choose for themselves and have space to explore their choices. An impressively organised and resourced environment sets the highest expectations for children to value and respect. Children learn to look after themselves, each other and their environment.

### Outcomes for children are outstanding

Children gain early literacy skills, including learning letters and the sounds they represent. They write their names. Children listen intently at story times and develop a love of books. They confidently acquire mathematical skills during practical activities. They learn to count carefully and to use this skill to add and subtract objects. Children become independent and exceptionally motivated learners who are very well prepared for school.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY545190                           |
| <b>Local authority</b>                           | Cambridgeshire                     |
| <b>Inspection number</b>                         | 10099590                           |
| <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>                    | 100                                |
| <b>Number of children on roll</b>                | 162                                |
| <b>Name of registered person</b>                 | Eaton Socon Pre-School CIO         |
| <b>Registered person unique reference number</b> | RP545189                           |
| <b>Date of previous inspection</b>               | Not applicable                     |
| <b>Telephone number</b>                          | 01480 406047                       |

Eaton Socon Pre-School re-registered in 2017. It is located in St Neots. The pre-school opens from Monday to Friday during term time only. Morning sessions are from 9am until midday. Afternoon sessions are from midday until 3pm. All-day sessions are from 9am until 3pm. There is an option of a lunch club each day from 11.15am to 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs 19 members of staff with relevant qualifications at level 2 and above, including two with qualified teacher status.

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