

Leighton Primary Preschool



Leighton Cp School, Leighton, Orton Malborne, PETERBOROUGH PE2 5PL

Inspection date	20 June 2019
Previous inspection date	12 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children enjoy their time at this welcoming pre-school. They move around the environment with confidence and happily approach adults to ask questions or if they require help to meet their wants and needs.
- Staff demonstrate a secure understanding of how children learn. They interact with children throughout their play, demonstrating, modelling and asking questions to support their developing skills.
- Children demonstrate good behaviour overall and respond positively to praise for their achievements. They understand the rules and boundaries in place and are learning how their behaviour may affect others.
- Staff assess children's progress accurately. They plan activities that interest children and enable them to take the next steps in their development. They work closely with other professionals to provide targeted programmes for children with additional learning needs.
- The manager leads and manages the pre-school well. There is a motivated staff team who have an ongoing commitment to providing a good-quality learning environment.
- Very effective links with the host school are in place and this helps to support children as they move on from the pre-school. For example, children spend time in the Reception class and visit other areas of the school, such as the library, to help familiarise themselves with the different surroundings.
- Staff do not fully consider how they can consistently exchange information about children's progress and their precise next steps in learning with all parents in the pre-school.

What the setting needs to do to improve further

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

- enhance communication with all parents that focuses more closely on sharing information about children's precise progress and current learning needs.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- 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 spoke to a small number of parents during the inspection and took account of their views.

Inspector

Carly Mooney

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibilities to protect children in their care. They are clear about who they would report their concerns to and have forged close links with the safeguarding team within the school. Recruitment is robust to ensure that only suitable people work with the children. Staff relish the interesting professional development opportunities that help them to improve their skills and knowledge. The small staff team meet regularly to discuss children's progress and review the setting. The manager checks the progress of groups of children and identifies any gaps in learning promptly. She uses additional funding well to provide extra lunch sessions and activities that parents can do with their children at home. Parents speak highly of the pre-school.

Quality of teaching, learning and assessment is good

Children benefit from a good level of support demonstrated by all staff. They consistently talk to children during activities to support their communication. This helps children who speak English as an additional language to quickly catch up with their peers. Children use their imagination and thought processes well. For example, they make keys and moving scissors out of construction materials. During role play, children travel on an imaginary bus to the 'fruit shop' and are encouraged to think about the fruit they will buy when they get there. Children like to explore musical instruments. They enjoy singing familiar songs as they make sounds. Children concentrate and listen well during activities so they hear and understand the rules of a game. They enjoy listening to stories and enthusiastically use props to bring the stories to life.

Personal development, behaviour and welfare are good

Children are emotionally prepared for starting school. They make trusting friendships and learn how to show respect for others. During activities, they learn the importance of taking turns and sharing resources. Children effectively manage their own self-care needs. Children learn a range of independence skills. For example, they access tissues to clean their nose and peel their own fruit for snack. They learn to be responsible as they place their waste into the bin. Children learn the importance of following healthy routines, such as washing their hands at appropriate times. They understand why they need to wear a hat when playing outside in the sun. Outdoor play areas are used positively to support learning and children have daily opportunities to be physically active.

Outcomes for children are good

All children, including those for whom the setting receive additional funding, make good progress from their starting points. Children are confident and independent learners who are learning key skills for starting school. Older children recognise their names as they self-register. They freely access books and other resources, such as chinks, to help to stimulate their early reading and writing skills. Children learn how to say numbers in order as they count groups of objects.

Setting details

Unique reference number	EY401493
Local authority	Peterborough
Inspection number	10113332
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	30
Name of registered person	Leighton Primary School Governing Body
Registered person unique reference number	RP903600
Date of previous inspection	12 June 2014
Telephone number	01733232949

Leighton Primary Preschool registered in 2009. The pre-school employs four members of childcare staff, who all hold appropriate early years qualifications at level 3 and 4. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.55am until 2.55pm. The nursery provides funded early education for two-, three- and four-year-old children.

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