

Clarence House Godmanchester Pre School



St Mary's Church Hall, Chadley Lane, Godmanchester, Cambridgeshire
PE29 2AL

Inspection date	27 June 2019
Previous inspection date	5 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager and staff are enthusiastic in their roles and ambitious to achieve a high-quality provision that helps children to achieve at the highest levels. They reflect on the views of staff, children and parents in planning for further improvements.
- Staff work well in partnership with parents and establish a good two-way flow of information. This helps to provide children with consistency in their care and learning and significantly contributes to the good progress children make.
- Staff establish effective links with other professionals to support children's specific needs and to help them through times of change. Staff work closely with Reception teachers and adapt their practice to help children gain the key skills they need to support the move to school.
- Staff provide children with a stimulating and welcoming environment. They plan a wide range of activities that offer appropriate challenge and help children to make good progress.
- The nominated individual has not provided Ofsted with details of the new manager as required. However, this does not have a significant impact on children's safety and well-being as suitability checks have been conducted.
- Occasionally, during larger group activities, staff do not ensure that all children have enough interaction, particularly those who are quieter in a group.
- Staff do not consistently promote children's emerging awareness and interest in size and measure.

What the setting needs to do to improve further

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

- review the organisation of larger group activities to ensure all children have opportunities for consistent interaction from adults to fully support their learning
- strengthen strategies for promoting children's awareness and interest in size and measure and for developing an appropriate mathematical vocabulary.

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 number of parents during the inspection and took account of their views.

Inspector
Gail Warnes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff attend regular safeguarding training and confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. The manager implements robust recruitment and induction processes that check the suitability of staff to work with children. Staff receive regular coaching, support and training to help them continue to develop their knowledge and skills. The manager reviews regularly the progress children make. This helps her to identify any emerging gaps in children's progress or in the provision. Staff use this information to plan effectively for children's specific learning needs. Parents are positive about the pre-school. They state that they feel well informed about their child's day, the progress they make and how they may support ongoing learning at home.

Quality of teaching, learning and assessment is good

Staff are experienced and well qualified. They know children well and plan stimulating activities that inspire children's imaginations and support their emerging interests. Children are eager to explore and engage in purposeful play. For instance, they write on envelopes and re-enact posting invitations to their birthday parties. They confidently converse with staff about holiday destinations and how pre-school leavers will celebrate their graduation. Staff promote children's literacy skills well. They read stories expressively and children sing songs spontaneously as they play, recalling rhymes they have learned at the pre-school. Children explore how colours change as they paint outside. They squeeze and shape play dough, imaginatively making cakes for staff birthdays. Children make patterns using colour pegs, proudly sharing their design, and identify the letter 'l' in the design.

Personal development, behaviour and welfare are good

The manager ensures staff are deployed effectively to help promote children's good health, safety and welfare. For instance, staff frequently talk to children about how to keep themselves and their friends safe. Staff remind children to walk inside and how to use scissors safely. They encourage children to take supervised, measured risks as they create a balancing game using recycled tyres and short lengths of wood. Staff ask questions that encourage children to work things out for themselves and develop their ideas. Children demonstrate good social skills and are consistently courteous towards each other. Staff help children learn about people and families that are different to their own and promote tolerance and understanding.

Outcomes for children are good

All children make good progress given their starting points and capabilities. Children are active learners who confidently explore the environment. They learn to share and take turns, showing good cooperation with their peers. Children establish firm friendships and eagerly seek each other out to share their experiences. They listen to staff, showing good concentration, and follow instructions that help to keep the environment safe and tidy. Children develop independence in their self-care and hygiene routines. They make links between letters and the sounds they represent and confidently use their knowledge to identify words and names that start with 'the sound of the week'.

Setting details

Unique reference number	EY412686
Local authority	Cambridgeshire
Inspection number	10106398
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	3 - 4
Total number of places	42
Number of children on roll	57
Name of registered person	Clarence House Day Nurseries Ltd
Registered person unique reference number	RP903550
Date of previous inspection	5 February 2015
Telephone number	01480 458638

Clarence House Godmanchester Pre School registered in 2010. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

