

Inspection of Haddenham Pre School

Chewells Lane, Haddenham, Ely, Cambs CB6 3SS

Inspection date: 18 September 2019

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this setting. The manager and staff team have developed a high-quality curriculum in which children's interests, preferred learning styles and unique learning needs are considered so they make the best possible progress. A highly stimulating environment very effectively captures children's curiosity and imagination. As a result, children are highly motivated, eager to learn, and have lots of fun. For example, children experiment with mark-making implements to draw shapes and write their names in the flour.

Children develop positive attitudes and are keen to learn. They express their interests confidently and decide what activities they would like the following day. Children have a can-do attitude and show high levels of independence during play and with self-help skills.

Staff have high expectations of all children. They communicate their expectations clearly to the children and, as a result, children's behaviour is excellent. Children show a high regard for their peers by offering solutions when a friend is upset. Personalised approaches to support self-regulation ensure children display high levels of self-control. Staff use photos of activities to explain to children what will be happening next and encourage them to think of their own solutions to problems.

What does the early years setting do well and what does it need to do better?

- The manager is extremely passionate about her role and has an exceptional vision for the pre-school. All staff demonstrate a firm commitment to embed this vision and the pursuit of excellence. There is a culture of constant improvement at the pre-school. For example, the manager is highly effective in identifying areas to further improve children's outcomes. She has identified that children's speech and language development would benefit even further from additional staff training. As a result, the communication skills of the children have improved rapidly.
- Staff know the children very well and have very high expectations for all children. They have an accurate understanding of children's starting points, gained through comprehensive induction procedures. This includes home visits, and extensive discussions with parents to find out about children's routines and interests.
- All staff are highly responsive to children's needs. For example, they offer encouraging smiles and cuddles when a child is upset. Effective settling-in procedures help children to feel confident and make secure bonds with staff. Staff consistently talk to children as they play alongside them and support their emotional well-being. Children are extremely happy, self-assured and continually

interact with each other and the staff.

- Staff use many excellent opportunities to promote language development. They demonstrate new vocabulary that enables children to talk about their experiences, such as 'enormous' and 'gigantic'. Children are highly focused as they intently listen to staff reading stories using animated voices and expressions. Children enthusiastically recite phrases, discuss what might happen next and laugh at the pictures.
- The well-resourced outdoor areas give children many opportunities to develop their physical skills and manage their own risks. For example, they confidently explore the climbing frames in many different ways, balancing, jumping and climbing, while proudly explaining their achievements to the adults.
- Staff provide children with exceptional opportunities to gain an understanding of the world around them. For example, staff take children to visit elderly residents in their care homes where they sing for them and do various activities together. Children take pride in tending to their own vegetable garden. They excitedly talk about the pet guinea pigs and how they take care of them.
- The manager observes staff frequently and has an excellent understanding of how to develop practice. Regular supervision meetings facilitate a focus on what needs to improve, such as supporting children's speech and language development. Staff talk enthusiastically about training opportunities and improving their practice. The manager ensures all staff have non-contact time to complete the pre-school's record-keeping procedures. Staff morale is very high.
- Parents speak very positively of the staff. They are highly delighted with the outstanding quality of the learning experiences and exemplary care that their children receive. Staff ensure parents are involved in every stage of their children's learning and are provided with a wealth of information about their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent knowledge of the signs of abuse and awareness of their responsibilities to protect children from harm. The management team is vigilant in ensuring that staff's training in safeguarding is up to date. For example, the manager regularly poses safeguarding questions to staff and updates are shared at staff meetings. When appointing new staff, the manager follows the recruitment processes to assure herself that the staff are suitable and have the skills they need to take up their role at the pre-school.

Setting details

Unique reference number	221726
Local authority	Cambridgeshire
Inspection number	10113069
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 5
Total number of places	35
Number of children on roll	35
Name of registered person	Haddenham Pre-school Committee
Registered person unique reference number	RP905264
Telephone number	01353 740126
Date of previous inspection	30 April 2014

Information about this early years setting

Haddenham Pre School has been operating since 1972 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile building in the village of Haddenham, Cambridgeshire, and is managed by a parent committee. The pre-school serves the local area. There is a secure play area at the front of the building which is shared with a day nursery operating from the same site and a smaller outdoor area at the back of the building for the sole use of the pre-school. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one staff member holds a level 2 qualification. The pre-school opens from 9.15am to 4pm, Monday to Friday, term time only. It provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Kathryn Evans

Inspection activities

- The inspector and manager completed a learning walk to understand how the early years provision and the curriculum is organised.
- A joint observation was completed by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documents. This included evidence of staff suitability and training.
- A meeting was held between the inspector and the manager.

We carried out this inspection 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.

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