

Inspection of Warboys Underfives Pre-School

High Street, Warboys, Huntingdon, Cambridgeshire PE28 2TA

Inspection date: 12 December 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from an exceptionally warm, welcoming and homely environment where they are extremely well settled and feel secure. Children establish excellent relationships with staff. They are confident, independent learners and display high levels of emotional well-being during play. Children benefit from the rich and ambitious curriculum that consistently provides an inspiring and varied selection of well-organised activities. This ensures children develop a passion for life-long learning from an early age, providing a secure foundation for when they start school. Staff have a deep understanding of children's starting points and the experiences and skills that they arrive with or without.

Children are intensely engaged and focused for extremely long periods of time during activities. Consequently, children, including those with special educational needs and/or disabilities (SEND), make exceptional progress from the starting points in their learning. Staff have high expectations for children's behaviour. Children respond to these extremely well. They have an excellent understanding of right from wrong from an early age and are polite and courteous in all that they do. Children are extremely kind and well behaved. They play very well together, share toys and resources exceptionally well, and avoid dispute and conflict.

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

- Partnerships with parents are very strong and highly effective. A carefully considered settling-in process is in place to give staff as much information as possible about children's routines. Comments from parents include 'staff are brilliant', 'we wouldn't go anywhere else' and 'our daughter is coming on really well'.
- Children have a highly effective understanding of people and families beyond their own. They frequently visit the library, bakery and local church, providing excellent opportunities for children to connect and learn about their local community. This active use of the community offers opportunities for children to expand their language and vocabulary through stimulating and curious experiences.
- Staff are inspirational teachers and have exceptional knowledge of their key children. They meticulously assess what children know and can do, and plan precisely for their next steps in learning. They are exceptionally skilled in recognising any concerns about a child's development and taking swift action to address them.
- Comprehensive risk assessments are completed for all areas of the pre-school, including outdoors. Clear and effective staff deployment means that all children are extremely well supervised and cared for.
- The manager and staff make excellent use of additional funding to successfully

support individual children's learning. Gaps in children's attainment close rapidly, including for children with SEND, in readiness for school. Staff provide excellent and consistently strong and effective support for children with SEND.

- Following discussions, staff adapt their environment, resources and approaches to help to support children superbly. This promotes a consistent approach for children and helps them to be successful in their learning and in managing their feelings and behaviour.
- Children benefit from the manager and staff's commendable commitment to establishing effective working relationships with external professionals. They work with parents of children with SEND exceptionally well to help to ensure that their provision is inclusive. For example, activities are positioned thoughtfully to promote all children's ability to be able to join in activities and play with their friends.
- Staff expertly support children's language development through a rich learning environment both inside and outdoors. They use stories, songs and props to ignite children's love of language. Children share and handle books carefully and delight in listening and re-telling their favourite stories with adults.
- Children develop mathematical skills exceptionally well and demonstrate great aptitude in solving simple mathematical problems. They are motivated and eager to count and solve problems. For example, children place counting bears in weighing scales to see how many will fit and group them into colours. Staff introduce mathematical language and concepts through skilful questioning. This builds on children's prior knowledge and learning. For example, staff ask how many ladybirds there would be if they took one away.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff complete regular safeguarding training. This ensures they understand their responsibilities to report concerns about a child's welfare or any inappropriate actions of adults working with children. Staff are clear about what to do if they have a concern about the behaviour of another adult. Managers and staff implement robust and effective procedures and place a strong emphasis on ensuring children are cared for in a safe environment. This includes an extremely comprehensive recruitment, selection and induction process.

Setting details

Unique reference number	221832
Local authority	Cambridgeshire
Inspection number	10062084
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	41
Name of registered person	Warboys Under Fives Committee
Registered person unique reference number	RP901943
Telephone number	01487 823190
Date of previous inspection	15 March 2016

Information about this early years setting

Warboys Underfives Pre-School was registered in 1992. The pre-school employs 10 members of childcare staff. Of these, two hold qualifications at level 6, and six hold level 3. The pre-school opens during term time only. Sessions are from 9am until midday, Monday to Friday, and from 12.30pm until 3.30pm, Monday to Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Tamburrini

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 at appropriate times throughout 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 reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

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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