

Inspection of Isleham Pre-School

3a Malting Lane, Isleham, ELY, Cambridgeshire CB7 5RZ

Inspection date: 30 October 2019

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The manager and staff team provide a warm, welcoming environment. Children are excited to arrive and settle quickly. They select confidently from a range of resources and invite their friends to join in. Children welcome and greet each other during their group 'hello' song. They practise clapping and tapping their knees to a shared rhythm. Children are keen to share items from home during 'treasure box' time. They talk about their special events and recall recent activities at the pre-school.

Children demonstrate strong independence skills. They put their own coats on and help themselves to snacks and drinks. Children learn to keep themselves safe on outings, such as during a walk to the pre-school's allotment. They listen carefully to road safety instructions and understand the meaning of each traffic-light colour. Children recreate this as they play with friends on bicycles and scooters. They take turns to hold a traffic-light toy and call out the different colours. Children listen to staff and follow instructions well. Staff support them to relate to others, develop empathy and regulate their own behaviour. For example, children understand how to use sand timers and talk to staff about what will happen when the sand runs out.

The manager and staff reflect on their observations of children's play and feedback from parents when considering things to change or improve. Recent changes include the creation of a separate area for children using bicycles and ride-on toys. This promotes children's safety and encourages them to access a range of activities across the outdoor areas. However, weaknesses in leadership and management remain. For example, some staff qualifications are not current and updated as required.

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

- The provider has not ensured sufficient staff keep their paediatric first-aid qualification up to date. As a result, there are no staff working at the pre-school with a current first-aid qualification. This is a breach of requirements. However, staff do have a good understanding of how to deal with accidents and emergencies, so any potential risk is minimised. For example, they know the plans in place to support children with specific medical needs or allergies.
- The arrangements to observe and develop the quality of teaching are not fully embedded, in order to further improve outcomes for children.
- Staff know children well. They plan interesting activities that support children's learning and interests. Staff regularly share information and hold meetings with parents to talk about their children's progress.
- Staff teach children about their local community and wider world. For example,

children explore rangoli patterns and create clay models as they learn about the Diwali festival. This helps children develop their understanding of the world through meaningful experiences.

- Children enjoy quiet moments looking at books with friends. They take turns to point at the illustrations and 'read' the pictures to their friends. Staff promote children's early literacy skills well. They read stories with enthusiasm and interesting voices. Children are keen to join in with familiar refrains and discuss the feelings and motivations of the characters. They also begin to develop an understanding of letters and their meaning. For instance, children carefully label drawings with their name.
- Staff actively challenge gender stereotyping and ensure that all children feel valued and included. For example, when children comment that a male dog in a book cannot wear a tutu to dance, staff challenge this and emphasise his super ballet skills throughout the story.
- Parents speak highly of the pre-school. They comment positively about staff's close relationships with children. Parents feel well informed about their children's learning and welcome ideas on how to continue children's learning at home. They appreciate the encouragement and support that the 'brilliant' staff provide.

Safeguarding

The arrangements for safeguarding are effective.

Staff can identify the signs and symptoms of abuse and know how to report any concerns. They work well together and understand their responsibility to protect children from harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that at least one member of staff with a current paediatric first-aid certificate is present on the premises at all times.	29/11/2019

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

- strengthen the arrangements for staff observation and supervision to build on their good-quality teaching skills even further.

Setting details

Unique reference number	221894
Local authority	Cambridgeshire
Inspection number	10113213
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 4
Total number of places	26
Number of children on roll	22
Name of registered person	Isleham Under Fives Association
Registered person unique reference number	RP517179
Telephone number	01638 781 212
Date of previous inspection	11 March 2016

Information about this early years setting

Isleham Pre-School registered in 1985 and employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including the manager who holds qualified teacher status. The pre-school opens Monday to Friday, during term time only, from 8.30am until 3.30pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

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 manager took the inspector on a tour of the premises and explained how the early years provision and curriculum are organised.
- The inspector held a number of discussions with the provider, manager and committee members. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The manager and the inspector carried out and evaluated a joint observation.
- The inspector spoke to children, staff and parents at appropriate times during the inspection. She also took account of the views of parents through written feedback provided.

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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