

Inspection of Seesaw Pre-School

The Galfrid School, Galfrid Road, Cambridge, Cambridgeshire CB5 8ND

Inspection date: 23 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the pre-school when they arrive. They are instantly engaged in the interesting activities provided and enjoy seeing their friends. Those who take longer to settle are very sensitively supported by their key person. Older children start the day with a 'dough disco' where they warm up their large and small muscles in an enjoyable way. Children's early literacy interest and development is promoted effectively. Children enjoy a focus on favourite stories, such as 'The Gingerbread Man', and extensions to these that prompt their problem-solving skills. For example, they use building bricks to work out ways for the gingerbread man to get across the river.

Children make progress that is at least good. Some make rapid progress within a short space of time. This is because assessment is accurate. Staff take swift action to identify gaps in children's learning. These are addressed with effective support, and good partnerships with parents and other professionals.

Children behave well and understand expectations. This is because staff deploy themselves well and children receive high levels of adult attention and support to deal with their emotions and feelings. Some children regulate their own behaviour, for example, independently initiating the use of a sand timer while waiting for popular resources.

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

- The provision in this temporary new building has been well considered. As a result, children are provided with a good range of indoor and outdoor learning opportunities. However, there is more to be done with regards to helping children to appreciate and learn about the diverse cultures, backgrounds and languages of others, as part of the continuous provision.
- A clear range of information about children's starting points is gathered through observations, and information from parents. This enables key persons to get to know the children very well and quickly. Children's learning needs are swiftly identified and planned for to help children make the progress they are capable of right from the start. Children are fully supported to achieve their next steps in learning through effective support during play.
- The quality of teaching is consistently very good. Staff are skilled at observing children's play. They join in and extend learning as they follow children's interests and ideas. For example, as children develop their idea to build a 'zoo' for their toy animals, a member of staff suggests using the internet to find out further information about what a zoo looks like.
- Children have healthy snacks combining of a choice of two fruits and a carbohydrate option. Children can bring in fruit from home to share with others

if they wish. Food that children have made at the pre-school, such as apple tarts, is also shared during snack time. Lunchtimes are well organised and children enjoy their own packed lunches brought in from home. Children's allergies and dietary requirements are strictly adhered to.

- Children's welfare is given high priority. Accidents and incidents are dealt with effectively and information is shared with parents in each case. Children are encouraged to use the toilet independently and staff are on hand if support is required. Risk assessments are implemented effectively to ensure children's safety.
- Staff are well qualified and experienced. The majority of staff have worked at the pre-school in the previous building and in this one, for many years. They feel very well supported by the committee and manager. They acknowledge that their well-being is given high regard.
- Recruitment procedures are robust. Staff have many training opportunities and share the knowledge, skills and ideas they gain with other staff for the continuous improvement of the provision. The manager maintains a transparent record of how funding is spent and the specific benefit to those children in receipt of it.
- Overall, partnerships with parents are good. They receive regular information about their children's progress and development. Parents are given some information about key activities and ways to support their children's learning. However, there is scope to extend this further so that parents can talk to their children more about the activities they have enjoyed each day.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear and robust understanding of their responsibility to protect children from potential abuse or neglect. They understand who to report concerns to, including any they may have about another adult working with children. Staff attend regular safeguarding training to refresh and update their knowledge, including that relating to wider safeguarding issues. Safeguarding policies and procedures are shared with parents to ensure that they are aware, for example, of the use of mobile phones and the importance of ringing the pre-school if their child is going to be absent.

What does the setting need to do to improve?

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

- develop further ways for children to appreciate and learn about the diverse cultures, backgrounds and languages of others, as part of the continuous provision
- extend the range of information shared with parents about the activities their

children have enjoyed each day.

Setting details

Unique reference number	2526064
Local authority	Cambridgeshire
Inspection number	10143374
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	24
Number of children on roll	29
Name of registered person	The East Barnwell Community Association Committee
Registered person unique reference number	RP904075
Telephone number	01223244111
Date of previous inspection	Not applicable

Information about this early years setting

Seesaw Pre-School re-registered in this temporary location in June 2019. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including the manager who is a qualified early years teacher. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to midday and then midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Davies

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 a parent 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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