

# Inspection of Abington Pre-School

The Annexe, Great Abington Primary School, High Street, Great Abington,  
Cambridgeshire CB21 6AE

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Inspection date: 29 January 2020

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff welcome children warmly by name as they arrive, which makes children feel valued. Children show their independence as they hang up their coats and find their names for the registration board. Staff and children enjoy affectionate relationships and children clearly feel happy and safe at pre-school. Children seek comfort from staff when needed, and snuggle up alongside them at group story times. Children behave well overall. They join in cooperative games, such as making puzzles. Staff praise children warmly when they show kind, sharing attitudes to give them a sense of pride. Children develop a good sense of their own safety. They learn to navigate obstacles outdoors and assess risks when climbing on play equipment.

Children develop a real interest in books and independently select them. They thoroughly enjoy story times, where stories are expertly read by enthusiastic staff. Children become wrapped up in the stories, join in with repeated refrains and speculate confidently on what happens next. Staff help children to learn more about the wider world. They look at videos of Chinese dragons dancing together and recreate their own dragon head from boxes and collage materials. Children use a tablet computer to listen to Chinese music and perform their own dragon dance. Staff build on children's prior knowledge as they discuss how each of them marked Chinese New Year.

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

- Staff speak highly of the support they receive from managers and the management committee. They have regular meetings where they can discuss their ideas and plan professional development. Staff clearly enjoy their work. They say they feel part of a team and value their colleagues' support and advice. They are encouraged to observe each other's interactions with children and improve their teaching practice.
- Staff expertly teach children to use mathematics in their play. Children confidently identify and point out specific numbers around them. They use and understand mathematical terms. For example, children lift up noodles with chopsticks and consider how long or short they are. Staff draw shapes on the paving with chunky chinks and children spontaneously name them and count them out loud.
- Staff build strong partnerships with parents from the outset. They offer new parents home visits and invite them to attend sessions to settle their children in. Parents receive regular updates on their children's progress. They borrow resources that help them to extend children's learning at home, such as story boxes and books. Parents say staff know their children well and are warm and approachable.

- Children benefit from a good-sized outdoor area. They spend long periods of time outside and thoroughly enjoy the physical play opportunities, such as digging with spades and riding scooters. Staff encourage children to be active every day. For example, children join in with energetic exercises each morning before they begin their pre-school day. Staff have noticed this is already having a positive impact on children's behaviour and their overall well-being.
- Children have time during their day to choose plentiful, good-quality, accessible resources. However, staff do not always model the best use of resources, and at times, the environment can become untidy and disorganised. Children sometimes cannot find what they need. This leads to them becoming disengaged from otherwise purposeful and effective learning experiences.
- Children have good opportunities to become familiar with the school. They use the school grounds for play and take part in school events. This helps them get ready for their move into Reception class. Teachers from other schools visit during the summer term so children who are not moving into the host school have similar support.
- Staff plan the curriculum so that it effectively covers all areas of learning. However, they do not always fully consider individual children's specific interests when planning activities led by adults. Children are not always enticed by what is on offer, which occasionally affects their enthusiasm to join in with those activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers, committee members and staff have a good understanding of their responsibilities to safeguard children. They know the procedures to follow if an allegation is made against a member of staff. Staff implement strict policies for their use of mobile phones and social media. All undergo regular training to refresh their knowledge of child protection procedures. Managers have good links with other agencies, such as the children's centre, that help to promote children's welfare.

## **What does the setting need to do to improve?**

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

- model to children how resources are handled with care and that everything has a place, so children know where things are and can find what they need
- embed the implementation of the curriculum so that all staff have a consistent and common understanding of how to make the very best use of children's specific interests and aptitudes.

## Setting details

<b>Unique reference number</b>	221750
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113070
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Abington Pre-School Committee
<b>Registered person unique reference number</b>	RP906607
<b>Telephone number</b>	07974 051871
<b>Date of previous inspection</b>	23 April 2014

## Information about this early years setting

Abington Pre-School registered in 1978. The pre-school is managed by a voluntary committee. The pre-school opens Monday to Friday during school term times. Sessions are from 8.50am until 2.50pm. The pre-school provides funded early education places for two-, three- and four-year-old children. There are six staff employed to work with the children, five of whom hold an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Veronica Sharpe

## Inspection activities

- The inspector and the manager looked around the setting and discussed how staff plan for children's learning. The inspector spoke with children and staff during the inspection.
- The inspector carried out a joint observation with the manager to help her to evaluate staff's teaching skills.
- The inspector spoke with parents and looked at written feedback they provided for the inspection.
- The inspector met with representatives of the management committee and the manager to discuss management processes. Relevant documents were looked at, including evidence of staff's suitability and qualifications.

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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