

# Inspection of Oundle Community Pre-School

Fletton House, Glapthorn Road, Oundle, PETERBOROUGH PE8 4JA

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Inspection date: 11 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children enter the pre-school exuberantly and excitedly, full of anticipation for the morning ahead. They show that they are happy and secure as they confidently identify their own name cards and take them to the registration board. Children benefit from staff who are highly skilled and experienced. Staff share a vision to ensure that all children are provided with opportunities that support them in achieving the best possible outcomes. They work hard to help children to develop skills that will assist them as they move to the next stage of their learning, including school.

Children enjoy their learning. They show initiative and persistence as they discover how to create a small stairway from play bricks. They observe one another's efforts and experiment until they are content that they have achieved the desired result. Children show pleasure as staff praise them for their success. Staff skilfully support children to understand boundaries and to develop an awareness and respect for their peers. They encourage children to consider the impact that their actions may have on others. Children are reminded of the need to share their toys and to take turns. For example, they are learning that only eight children may play outside at any one time.

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

- Staff identify gaps in children's life experiences. They offer children opportunities that may be new and unfamiliar to them to help broaden and enrich their lives. For instance, all children participate in a cookery activity on a weekly basis. This helps them to understand where food comes from and how to follow instructions in the form of a recipe.
- Staff know children well and have a good knowledge of their backgrounds and families. They spend time finding out from parents what their children like and can do before they start at the setting. This helps staff to consider activities that are in line with children's interests, which helps to promote their future learning. For example, children who enjoy caring for their dolls have opportunities to develop their mark-making skills as clip boards have been placed in the 'dolls' hospital'.
- Staff observe children as they play and accurately assess their current developmental stage. This helps staff to plan a curriculum that meets the individual needs of children and covers all areas of learning. However, on occasions, staff miss opportunities to promote children's knowledge and understanding of mathematics effectively. For instance, they do not consistently support children to develop an awareness of numbers, shapes and measurement in everyday play.
- Staff support children's communication skills well, including those who speak

English as an additional language. They offer commentary to their play and generally speak slowly and pronounce words precisely. Staff encourage children to engage in conversation with each other and to celebrate the different languages that they speak at home.

- Children have developed close attachments to staff. They show that they feel comfortable in their care. This helps children to feel emotionally secure. Staff respect children's personal care requirements. They work in partnership with parents to help children learn to manage their own personal care needs.
- Children have access to a broad and interesting range of resources inside and outdoors. They are able to freely move around, deciding where and what they play with. Staff interact well with children. They take part in children's play and listen to what children are telling them. However, staff do not always consider the impact that the indoor noise levels may have on children's learning.
- Staff have developed effective partnerships with parents. They spend time informally talking to parents when they drop off and collect their children. Staff offer parents the opportunity to meet with their children's key person at pre-arranged times if more formal discussions are required. Parents value the information that is made available to them through the pre-school's online service.
- Staff work closely as a team. The manager ensures that the staff's workloads are manageable. Staff regularly attend supervision meetings with the manager. This helps the manager to support staff to continue to develop their skills and knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are fully aware of how to ensure the welfare and safety of children in their care. They regularly complete online safeguarding training to make sure that their knowledge of legislation is kept up to date. Staff demonstrate a good awareness of the signs that may indicate a child is at risk of harm. They are familiar with the procedure that they should follow if they have any such concerns. Staff supervise children well throughout the sessions and are particularly vigilant at dropping-off and collection times. Daily risk assessments help to minimise potential hazards that children may encounter.

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

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

- ensure that opportunities for promoting mathematical language and knowledge are not missed during everyday activities
- help staff to consider the impact of noise levels on children's learning during both planned and spontaneous activities.

## Setting details

<b>Unique reference number</b>	220304
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10072589
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Oundle Community Pre-School Committee
<b>Registered person unique reference number</b>	RP522188
<b>Telephone number</b>	01832 273 647
<b>Date of previous inspection</b>	6 January 2016

## Information about this early years setting

Oundle Community Pre-School registered in 2010. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The pre-school opens on Monday, Tuesday and Wednesday from 9.15am to 12.15pm and on Thursday and Friday from 9.15am to 3.15pm during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Ann Lee

## Inspection activities

- The inspector and the manager viewed the areas used by children. The manager outlined the setting's approach to the inspector for caring for children and supporting their ongoing learning and development.
- The inspector observed the interactions between the staff and children during activities and assessed the impact these have on children's learning.
- The inspector held discussions with the manager and spoke to children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the manager.
- The inspector checked evidence of the suitability of staff and looked at relevant documentation.
- The inspector took account of the views of parents from information 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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