

# Inspection of Godmanchester Pre-School

Butcher Drive, Godmanchester, Huntingdon, Cambridgeshire PE29 2NL

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Inspection date: 23 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### **The provision is good**

Children arrive confidently and eager to start the day. They are familiar with the routines and know what to expect. They happily greet their friends, staff and visitors before choosing what they play with. Children show through their body language that they feel safe and secure. They are at ease as they talk to staff, and trustingly seek staff's help should they need to. For example, children know that they will be quickly cared for when they fall over and scrape their knee.

Children know what is expected of them and they behave well. They understand why it is important to share and take turns. For example, when children play with bats and a ball, they make sure they each have a turn to try and catch the ball. Children benefit from the calm environment that staff provide. They develop firm friendships and learn about each other's similarities and differences.

Children develop good independence skills. They are keen to learn, and listen to staff attentively. Children choose when they eat a snack and help to wash up their plates and cups when they have finished. They learn about the importance of eating fresh fruit and vegetables and having a varied diet.

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

- Leaders have a clear vision of what they intend for children to gain from attending the pre-school. This is shared effectively with staff and underpins the planning for each child's learning and development. The curriculum is clearly sequenced to enable children to learn new skills and ensure that what they learn is remembered. Children are confident and eager to learn new things.
- Staff working with children with special educational needs and/or disabilities are dedicated and knowledgeable. They work closely with parents and other professionals to understand children's individual needs and implement targeted support. Staff are kind and sensitive to children's specific needs. They help all children to understand and respect each other's differences.
- Staff know the children very well. They use a range of methods to share information with parents about their child's progress and next steps in learning. Staff make good use of what they know about each child to provide resources and experiences that interest them. For example, children thoroughly enjoyed a recent visit to the setting from a local farmer, when they met some farm animals.
- Staff read books to children and join in with their play. They know when to step back to enable children to lead play and develop their ideas. Children develop independence and creativity in their play.
- Parents are very positive about the pre-school and the staff. They notice the progress their child has made since they started. They comment about their

child's increased self-confidence and counting skills. Parents state that they feel well informed about their child's progress and what they need to learn next. They believe their child is well prepared for the move to school.

- Staff talk to children as they play and give them time to share their thoughts and ideas. Children are confident talkers. However, staff tend to use simple language with children and do not always help them to develop and understand a wide and rich vocabulary.
- Children learn how to keep themselves safe. For example, staff teach them how to enjoy hot and sunny weather safely. Children put on sun cream and wear hats to play outside. Staff help children to stay hydrated. They explain the importance of drinking water regularly and introduce 'pit-stops' where children come together in a group and all drink some water.
- Staff state that they enjoy working at the pre-school. They add that they feel well supported to complete training and develop their skills and knowledge further. Staff benefit from an effective induction and probation process when they start at the setting. They work very well together and all understand their roles and responsibilities. Staff act as good role models for children as they are polite and respectful towards each other.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular training and updates about safeguarding and child protection. They know how to identify possible signs of abuse and neglect and what to do should they have any concerns about a child's welfare. Staff understand wider safeguarding issues, such as the risks to children and their families of hearing extremist views or being drawn into criminal exploitation. Leaders follow robust recruitment and induction processes that help to assure the suitability of adults working with children.

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

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

- strengthen staff's understanding of how to help children develop their language and build a wide vocabulary.

## Setting details

<b>Unique reference number</b>	EY556271
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10174694
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	48
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Telephone number</b>	01954 231751
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Godmanchester Pre-School registered in 2018 and is run by the Early Years Alliance. It operates each weekday during term time. Sessions are from 8.45am to 2.45pm. The pre-school employs nine members of staff, six of whom hold relevant early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gail Warnes

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector carried out a joint observation with the manager. She spoke to the staff at appropriate times during the inspection.
- A number of parents spoke to the inspector and their views were taken into account.
- Children spoke to the inspector and explained what they learn about sharing and taking turns. They told the inspector they like coming to the pre-school.

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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