

Inspection of Ramsey Pre-School

School Lane, Ramsey, Cambridgeshire PE26 1AF

Inspection date: 1 April 2022

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive confidently and eager to start the day. They settle at their chosen activity and enthusiastically greet staff who respond warmly to them. Children are keen to explore. They choose to play with musical instruments, such as tambourines, and explore the different sounds they make. Children thoroughly enjoy making music and tap tin cans to make a beat as they sing nursery rhymes with staff.

Children listen to staff and follow simple instructions. They are keen to do things for themselves and know when to wash their hands, such as after wiping their nose or before eating snack. Children behave well, learn to take turns and share. They seek each other out to share ideas and experiences, forming friendships with their peers. Children thoroughly enjoy playing outside. They confidently negotiate climbing equipment under staff supervision. Children gain increasing control of their physical movements and learn how to take measured risks. They enjoy playing games with staff, such as 'what's the time Mr Wolf'. This helps them to learn how to play in a larger group as well as build counting skills. They giggle excitedly as they anticipate the chase that will come.

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

- The provider has improved the processes to ensure that all required checks are completed promptly for all members comprising the committee. She ensures committee members receive appropriate training to understand their role and responsibilities before they undertake those duties. She has sought support from the local authority to help to improve and meet the requirements.
- Leaders have established a clear curriculum that is designed to help children develop the key skills they need for the next stage in their education and for life in modern Britain. They work closely with the local schools to understand what reception teachers expect children to be able to do when they move on.
- Staff understand the importance of children developing a love of reading. They provide a wide range of books that are easily accessible for children to look at when they wish to. Staff read stories to children with enthusiasm and on request, as well as part of small-group times. They have established a lending library so that children can take books home to share with their parents.
- Staff notice when children may be at risk of falling behind in their development. They work closely with parents and other professionals to implement targeted support to help children catch up with their peers. Additional funding that some children receive is carefully managed to support their individual needs. For example, staff plan outings and visits that help to broaden children's experiences and build their confidence and communication skills.
- Staff understand what leaders intend for children to learn. They know the

children well and plan learning experiences that reflect children's individual interests and stage of learning. Staff are enthusiastic in their role to help children. However, at times, they do not provide children with enough challenge to extend their learning to the highest level. For instance, when children talk about the colour of flowers, staff do not build on their understanding of how flowers grow.

- Parents are positive about the pre-school and the staff. They comment that their children are happy and enjoy attending. However, not all parents receive information about their child's progress in learning, what they need to learn next, and how to support this at home.
- Sometimes, during group activities, staff allow more-confident children to dominate. They do not always ensure that quieter children have the chance to share their ideas and thoughts. At times, some children lose interest and do not benefit from staff's explanations and learning experiences. For instance, children who were listening to a story did not hear the complete story as other children took away staff's attention to focus on building a den.
- Staff say that they enjoy working at the pre-school. They state that the workload is manageable, and they feel that their well-being is well supported. The manager meets regularly with staff on a one-to-one basis to provide coaching and support.

Safeguarding

The arrangements for safeguarding are effective.

All staff and committee members receive training about safeguarding and child protection. The provider ensures that appropriate suitability checks are completed before new committee members assume their roles. The manager prioritises discussions about safeguarding at regular staff meetings to help to keep knowledge current. Staff know the possible signs of child abuse and neglect. They know what to do should they have any concerns about a child's welfare or about staff conduct. Staff demonstrate a good knowledge of wider safeguarding issues, such as the risks to children of hearing extremist views, female genital mutilation and county lines.

What does the setting need to do to improve?

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

- focus professional development more precisely to help staff raise the quality of practice to the highest level
- enhance partnership working with parents so all parents understand what their child needs to learn next and how they can help at home
- improve small-group activities so that all children have equal opportunities to join in and express their ideas.

Setting details

Unique reference number	EY466948
Local authority	Cambridgeshire
Inspection number	10216771
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	47
Name of registered person	Ramsey Pre-School Committee
Registered person unique reference number	RP519013
Telephone number	01487710160
Date of previous inspection	17 November 2021

Information about this early years setting

Ramsey Pre-School registered in 2013 and is run by a committee. The pre-school employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above, including the manager who has a level 5 qualification. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The manager and room leader joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views together with written feedback provided by other parents.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of committee members and staff working in the pre-school.
- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.

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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