

# Inspection of Vale Community Pre-School

Hampton Vale Community Centre, 1 Stewartby Avenue, Hampton Vale,  
PETERBOROUGH PE7 8NJ

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Inspection date: 19 May 2022

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

### **The provision is good**

Children feel happy and safe in the friendly environment. They enjoy their time at the setting and form strong bonds with the adults caring for them. Adults positively support children's emotional well-being. For instance, they notice when a child is on their own and facilitate them to join in with others. Children receive regular praise and encouragement for their consideration to their peers. This promotes positive behaviour and encourages them to play cooperatively together.

When children arrive at the setting, they are met by an environment filled with stimulating activities both indoors and outside. Adults provide a wealth of rich sensory play opportunities for them to explore. For example, children play with dinosaurs in peas and scrape and crumble plaster away to reveal the baby ones hidden inside.

Children are able to move freely around the setting to access activities. They enjoy spending large periods of time outdoors and benefit from lots of physical play. Adults provide opportunities for children to take calculated risks. For instance, children use tools safely and climb ladders as they play in the construction site. They demonstrate their understanding of the rules as they wait for their friends to climb down before they take their turn.

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

- Adults give good consideration to the physical environment and the presentation and access of resources to motivate children to play and explore. For instance, children repeatedly transport water to the mud kitchen and sand pit. After washing their dolls, children access towels and changing mats with fresh nappies to dress them. A well-stocked role play shop is situated close to the playhouse to enable children to act out first-hand experiences.
- The managers understand the importance of building children's communication and language skills. They talk to children during activities, sing rhymes with them and engage them in action songs. They share stories together and offer books to gain further information. Activities have a book linked to the theme for children to access for further information. However, not all adults utilise opportunities to develop meaningful conversations with children, to extend their vocabulary.
- Parents appreciate the manager's commitment to supporting children in their learning and development during the COVID-19 pandemic. Managers offered considerable support for parents to maintain as much continuity in their children's learning as possible. For instance, they delivered learning packs for families to share at home. Staff recorded videos of themselves reading stories to allow children to continue to see their familiar adult. Resources and books were

loaned to families to allow children access to their favourite activities.

- Adults know their children well and are able to access specific toys to deter unwanted behaviour. They encourage children to be kind and empathetic, and help each other to overcome challenges. For instance, children support each other as they attempt to catch mini-beasts with nets and tweezers by showing each other how to use the tools. When minor conflicts arise, adults are quick to support children to resolve their differences quickly and fairly. As a result, children's behaviour and social skills are good.
- Children who speak English as an additional language have good opportunities to hear their home language as adults learn key phrases from parents and use these in play situations. Additionally, parents comment that their children's English language development progresses well.
- The key-person system is effective. Children have strong relationships with all adults. They plan for children's individual needs and interests. For instance, adults created a beach theme with sand in suitcases following a child's return from a holiday. Children's journals detail their experiences with links to the relevant learning taking place. However, since making changes with regard to access to the setting, due to the COVID-19 pandemic, parents have not been consistently provided with opportunity to access their children's journals. As a result, parents do not always receive regular, personalised information about their child's development that is linked to the early years foundation stage.

## Safeguarding

The arrangements for safeguarding are effective.

Managers provide regular supervision to ensure all adults working with children understand their roles and responsibilities for safeguarding children. The systems in place are extremely effective and all adults fully understand the policies and procedures for raising concerns about a child in their care, or if an allegation is made against an adult from the setting. All adults can identify signs and symptoms of abuse, including signs that children may be at risk from extreme views or behaviours. They are confident in their knowledge of female genital mutilation and county lines. Risk assessments are rigorous and adults are deployed effectively to keep children safe from harm.

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

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

- help staff strengthen the programme for communication and language to enhance learning opportunities for children to extend their vocabulary
- extend opportunities for all parents to access detailed information about their children's learning and progress in relation to the early years foundation stage.

## Setting details

<b>Unique reference number</b>	EY461668
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10137475
<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>	56
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Vale Community Pre-School Partnership
<b>Registered person unique reference number</b>	RP532522
<b>Telephone number</b>	07834 366845
<b>Date of previous inspection</b>	11 October 2013

## Information about this early years setting

Vale Community Pre-School registered in 2013. It is situated in the Community Centre in Hampton Vale, Peterborough. The pre-school employs five members of childcare staff, all of whom hold an appropriate qualification at level 3 or above, including two at level 5 and one at level 6. The pre-school is open Monday to Friday during term time only. It operates from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Harris

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff 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 joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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