

Inspection of Elsworth Pre-School

Elsworth Primary School, Broad End, Elsworth, Cambridge, Cambridgeshire CB23 4JD

Inspection date: 25 May 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally confident and thrive in the pre-school. They have formed very strong bonds with their key person. This provides the security for children to become absorbed in their learning and play. Children know that practitioners will help them if they need it and say that their special person 'helps to make them feel better'. Children eagerly share their thoughts about their experiences and say what they like to do at the pre-school. They take visitors on a tour to show them the resources. Children point out the den and explain they can go in to read, play or if they feel sad.

Children's behaviour is exemplary. They have a high level of regard for their friends, practitioners, and visitors. Practitioners foster this through a relentless drive to promote children's emotional well-being and kindness. Children are supremely self-sufficient and adept at doing things for themselves. They readily put their shoes on and fasten them with ease. Children have very good language skills for their age and use them very effectively to communicate their ideas as they play. Practitioners revisit subjects to check children's understanding. They engage children in conversation and skilfully encourage them to think, question and make decisions.

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

- Practitioners implement an inspiring curriculum that builds on children's interests and helps to ensure that they all make the progress they are capable of. Practitioners have high expectations for children. They praise children's efforts when they have worked hard to achieve a goal or persevered with a difficult task. This helps build children's resilience and confidence in their abilities that encourages a positive attitude to learning.
- Children become engrossed in very well-read books. They remember story of 'The Queen's Hat' and that the person who wrote the book is called an author. Children join in enthusiastically, making up words to rhyme with corgi. They know that the word favourite 'means something that you like best'.
- The leadership and management of the pre-school are excellent. The new manager is very well supported by the management committee. She has high expectations for all practitioners and empowers them to continually develop their skills and knowledge. Practitioners report that morale is high and how they are extremely motivated to provide the very best early years' experience for children.
- Practitioners place great value on encouraging children's communication and language. Children are exceptionally confident speakers and are developing an impressive vocabulary. Practitioners check that children are listening and give them the time they need to process the question. Children recall knowledge that

they have learned and confidently explain, 'Bees are pollinators. They move pollen to help flowers grow.'

- Children, including those with special educational needs and/or disabilities, make excellent progress. Practitioners have a superb understanding of what each child already knows and what they need to learn next. They work closely with parents and other agencies to make sure that children receive the support they need to help them be successful learners.
- Practitioners have a detailed knowledge of their key children. They use information from their observations of children to guide their planning to ensure children make the best possible progress. Practitioners are skilled at knowing when to intervene in children's play and when to stand back. This expert teaching means children persevere and have the confidence to keep trying.
- Children thrive in the outdoor area. They fill up jugs and pots with water, carrying them to the dry mud patch. Children experiment to see how deep they can make the muddy hole. They thoroughly enjoy jumping up and down in the puddles. Children take turns to drop pebbles down lengths of drainpipe. They ride around confidently on balance bicycles and competently climb up the wooden frame.
- Partnership working with parents is exceptional. Parents say that their children have thrived in the pre-school. They praise the practitioners and say, 'It's not just a job to them but a passion.' Parents feel they are extremely well informed about their children's learning and that practitioners are approachable and always have time for them.

Safeguarding

The arrangements for safeguarding are effective.

Practitioners have a deep knowledge of safeguarding. They understand what they must do should they have any concerns about children's well-being. Practitioners complete training to develop their knowledge of safeguarding issues. The manager regularly checks that practitioners understand their role in safeguarding, and they regularly discuss any new knowledge. Robust recruitment and vetting arrangements are in place to help ensure that all adults working with children are suitable. Practitioners help children to understand about keeping safe and help them to manage risks as they play. The pre-school is an environment where children know they can talk to practitioners and where they feel safe.

Setting details

Unique reference number	2533218
Local authority	Cambridgeshire
Inspection number	10243340
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	18
Name of registered person	Elsworth Pre-School Cio
Registered person unique reference number	2533217
Telephone number	01954 268050
Date of previous inspection	Not applicable

Information about this early years setting

Elsworth Pre-School registered in 2019. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications, including the manager who has level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 2.55pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Bright

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 manager and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised. The inspector completed a joint observation with the manager.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She had discussions with practitioners at appropriate times during the inspection.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- Parents spoke and gave written feedback to the inspector about their views of the pre-school.
- The inspector met with the manager, and with members of the committee to discuss the leadership and management of the pre-school.
- Relevant documentation was reviewed by the inspector, including the accident record and evidence of the suitability of adults 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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