

Inspection of The Round House Pre-School

The Round House Community Primary School, School Drive, St Neots,
Cambridgeshire PE19 6AW

Inspection date: 5 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have developed positive relationships with all staff. This helps them to feel settled and secure. Staff deliver a well-thought-out curriculum, which helps children to achieve and make good progress in their learning. Children are exposed to a variety of language throughout the day. Staff value children's home language. When they sing the welcome song, they are greeted, using the language they recognise.

Children choose freely what they would like to do from the variety of resources and activities available to them throughout the day. They move freely between the indoors and outdoors. Children enjoy interesting activities that support and extend their knowledge and learning. For example, staff add tubes, guttering and buckets to the water tray for children to experiment with the flow of water.

Staff take children on trips into the local community. They visit a local supermarket, where they weigh vegetables and then scan the items. Visits to the woods enable them to gather items to use in their craft activities. Staff encourage children to be active. Children develop their physical skills and gain a good understanding of how this contributes to healthy lifestyles. They learn to balance, climb and run as they use equipment and explore the garden space.

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

- The manager has a clear vision for the pre-school and has identified what she would like to achieve in the future. For example, she plans to build on the links with local schools to provide a positive experience for children as they move on to school.
- The manager has a good understanding of the impact of activities on the children's learning and development. She guides staff in planning activities that will support their key children. Staff are clear about their intentions for each activity and what they want children to learn.
- Staff carefully plan activities that encourage children to take part, such as cooking activities with vibrant-coloured vegetables. They display clear visual instructions to enable children to understand what they need to do. This helps children to follow the recipe for making pizzas, and they are pleased with the end result, which they enjoy for their snack.
- Parents speak highly about the pre-school and the communication they receive through the online platform. However, since the COVID-19 pandemic, parents have not been able to go into the pre-school at regular times. This means that some parents have not been able to fully share in their children's achievements.
- Staff respect children's personal space. They consistently gain permission from each child before changing their nappies, explaining to them what will happen so

that they know what comes next. This helps to support children's emotional well-being and sense of security.

- Staff build confidence and self-esteem in children, offering praise for their achievements. Children behave well and readily take turns with resources. For example, while using play dough, they share utensils. Children maintain concentration and take pride in what they make.
- Overall, staff promote children's communication and language well through skilful questioning. However, they do not always give children enough time to think about their response and express their ideas.
- The manager works with other agencies to ensure staff provide the correct support for children with special educational needs and/or disabilities (SEND). She ensures that staff undertake suitable training so that they gain a good understanding of each child's needs. The manager and the child's key person work with other professionals to set targets. This means all children make the progress they are capable of.
- Staff say that the manager supports them well and that they have regular supervision meetings and appraisals. Robust induction procedures are in place to support new staff so that they understand what is expected of them. The manager values the staff team and provides effective support, ensuring staff have regular opportunities for training to continually improve their knowledge and practice.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of how to safeguard the children in their care. They are clear about what procedures to follow to report any concerns they may have about a child in their care. Staff are aware of what they should do if they have a concern about a colleague. They understand the 'Prevent' duty guidance and what their responsibilities are. All staff have to complete safeguarding training within the first week of their employment. Safeguarding is discussed at team meetings, enabling staff to remain up to date. The manager follows a safe recruitment procedure when employing new staff.

What does the setting need to do to improve?

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

- support staff to build on their questioning skills to enable children to have time to express their thoughts and ideas
- develop partnerships with parents so they are able to regularly share in their child's achievements.

Setting details

Unique reference number	EY398502
Local authority	Cambridgeshire
Inspection number	10249319
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	49
Number of children on roll	26
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01480218053
Date of previous inspection	12 December 2016

Information about this early years setting

The Round House Pre-School registered in 2009 and is managed by the Pre-School Learning Alliance. The pre-school employs five members of childcare staff. Of these, three hold early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. 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

Denise Clayton

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the pre-school with the inspector.
- 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.

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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