

Inspection of The Discovery Pre-School

Discovery Primary School, Mountsteven Avenue, Peterborough, Cambridgeshire PE4 6HX

Inspection date: 2 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children at this setting are happy and behave well. They take turns on the slide and understand the importance of being kind to each other. Children are encouraged to take risks during play to develop confidence and self-esteem. Staff are always close by to support children when needed. Children are encouraged to be independent throughout the day. They are given numerous opportunities to practise skills such as pouring drinks, finding their own belongings, choosing activities and getting dressed. These are all skills children need to develop for their next stage of learning.

Children access a well-sequenced curriculum at the setting. Staff skilfully weave mathematical skills into children's play. When children are exploring the musical instruments and ribbons, they use dance and movement to teach children mathematical concepts, such as positional language and counting. There is a strong emphasis on communication and language throughout the setting. All staff use clear language and support children to communicate effectively. In doing so, children continuously show good progress. Staff understand the importance of early reading and encourage children to share stories. Children who speak English as an additional language are given extra support to develop their communication and language skills. They make good, fast progress.

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

- The setting provides families with a warm and inviting environment. The manager has a clear and ambitious vision for the setting. She has a plan in place to develop areas of improvement. The manager supports the team of staff through regular supervisions and ongoing well-being support. The manager understands the importance of staff morale and the impact it has on the setting and the children that attend. Training is focused and tailored to staff's needs. This is identified by the manager through ongoing supervision.
- A large proportion of children who attend this setting speak English as an additional language. There are many languages spoken within the setting. The manager is keen to celebrate everyone's individual cultures. The setting holds a celebration day where all children and parents are invited. Children demonstrate their understanding and awareness that everyone is different through kindness and appreciation. All children are provided with an education that teaches them about the world they live in. Children learn about different cultures, languages and the people around them, developing an understanding of modern British values.
- The setting promotes healthy eating. Staff encourage parents to provide a healthy packed lunch for children and give them the relevant information to support this. Children are encouraged to eat certain foods first. However, staff

do not discuss the reason why with the children. Staff also do not model these expectations. Therefore, children do not learn enough about the importance of being healthy and what effect it has on their body.

- The setting ensures strong relationships are formed with all parents and children. They provide families with home-learning packs to promote a love of reading. Each child chooses a book to take home to share with parents and siblings. Staff go above and beyond to support parents. They are aware of potential barriers and ensure all families are included and information is accessible. The setting fully understands the importance of the key-person role and provides children with an environment where they feel safe.
- Staff provide children with a range of learning across the early years foundation stage. Children have broad access to resources and are encouraged to be independent when making choices. Children have access to both indoor and outdoor learning environments, and there is also a sheltered outdoor area to encourage children to access the outdoors at all times. Staff use clear language and communication with children. However, they do not always use open-ended questions to encourage children's critical thinking and extend their learning.
- Staff provide exciting opportunities for physical development, early mathematics skills, reading and exploring the outdoor environment. However, they do not always provide engaging mark-making opportunities. Therefore, children do not choose to engage in these activities to develop early writing skills.

Safeguarding

The arrangements for safeguarding are effective.

The setting has a robust safeguarding policy and procedure in place. The manager and all staff have a good knowledge of child protection and can identify risks to children confidently. They demonstrate a good knowledge of wider safeguarding issues, including the 'Prevent' duty, county lines and bullying. They understand their roles and responsibilities for protecting children, and there is a strong whistle-blowing procedure in place. All staff are confident to contact management and make referrals if needed. All staff understand the importance of knowing families and children well to ensure they can provide extra support when needed.

What does the setting need to do to improve?

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

- teach children about the benefits of healthy eating to help them understand how they can keep themselves fit and well
- extend the use of open-ended questions to give children more opportunities to think critically and extend their learning
- develop opportunities for children to independently explore mark making and early writing throughout the day.

Setting details

Unique reference number	EY341225
Local authority	Peterborough
Inspection number	10233702
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 10
Total number of places	26
Number of children on roll	58
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01733 572241
Date of previous inspection	26 January 2017

Information about this early years setting

The Discovery Pre-School registered in 2006 and is managed through the Pre-School Learning Alliance. The pre-school employs six members of childcare staff, four of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and 11.45am until 2.45pm, and children may stay all day. The pre-school provides an out-of-school club for children aged three to 11 years, during term time. Sessions are from 3pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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.
- Parents shared their views of the setting 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.

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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