

# Inspection of Kester Pre-School

15 Kester Way, St Neots, Cambridgeshire PE19 6SL

---

Inspection date: 13 December 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |      |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

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

### **The provision is good**

Children arrive at the setting and are greeted by friendly and welcoming staff. They select an activity and staff support children to settle. Children are happy. They gain confidence through everyday routines at the setting. This supports children when they transition to their next stage of learning.

Relationships between parents, children and the setting are positive and respectful. Children talk about their home life and share stories with each other about putting their Christmas trees up at home. Children are respectful of each other and understand that everyone is different. They celebrate and learn about a range of cultures and religious events that are relevant to the children attending the setting. Children demonstrate positive behaviours and are motivated to join in. They engage in activities of their choice and listen to instructions. Children demonstrate a love of reading and choose books to read with a member of staff. This supports children's language and literacy skills. Children resolve conflicts independently and staff are always close by to support them when needed. Staff provide children with timers to support turn taking and sharing among peers. Children demonstrate respect for each other.

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

- The manager has developed a strong curriculum, which focuses on preparing children for their next stage of learning. The setting provides children with opportunities to develop their independence and confidence through a range of experiences and planned activities. The setting has developed good links with the local school to support the children's transitions. Regular visits are made by teachers, and children visit the new setting before starting there. This gives children familiarity and confidence when moving on to their next stage of learning.
- Staff model mathematical language and encourage children's early mathematical skills. For example, when reading stories, staff encourage children to count items repeatedly, developing children's problem-solving skills and early mathematical language.
- Children demonstrate a love of reading and singing. Children select the musical instruments and sing together. They select books independently and ask adults to read to them. Staff read stories with enthusiasm, engaging children and following their interests. Children listen attentively to stories read to them, which helps to develop their love of books.
- Staff provide children with meaningful learning across the early years foundation stage. Children engage in both child-initiated and adult-led activities. Occasionally, children can be easily distracted and therefore do not always reach their full potential during all activities.

- Children are provided with healthy snacks and the setting educates parents on healthy eating. This encourages parents to send healthy lunches and support children's health both in the setting and at home.
- The setting supports children with special educational needs and/or disabilities (SEND) very well. The curriculum is ambitious, and leaders have high expectations for children. For example, children with SEND are included throughout everyday routines. They learn expectations and routines and become confident learners, enabling them to access education alongside their peers.
- Children who speak English as an additional language are well supported in the setting. Staff celebrate children's diverse backgrounds and provide children with good learning opportunities to develop their English language. This helps all children to make good progress.
- The manager makes arrangements with parents to visit the setting prior to children starting. Children visit with parents to meet their key person. Occasionally, children take a little longer than normal to settle and parents do not always understand what children are learning at the setting. This means children can take longer to gain trust and feel safe in their new environment.
- The manager supports staff to attend regular training to keep their knowledge up to date. Staff also have ongoing supervision where they can discuss any concerns they may have. The senior management team provides the manager and the setting with ongoing support. This means that staff are happy and their morale is good.

## **Safeguarding**

The arrangements for safeguarding are effective.

The setting prioritises children's safety. Staff have a good knowledge of safeguarding procedures and can discuss the steps to take to protect children in their care. They are confident to identify possible signs of abuse and neglect. Staff have a good knowledge of wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation. All staff receive regular safeguarding training. The manager has also attended designated safeguarding lead training. The management team follows their safer recruitment procedures to ensure that children are always protected.

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

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

- organise small-group activities more effectively to minimise distractions and support children's concentration
- develop the setting's settling-in process further to ensure all parents are fully up to date with information regarding their child, and to support children to settle quickly in their new environment.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY494385  |
| <b>Local authority</b>                             | Cambridgeshire                                      |
| <b>Inspection number</b>                           | 10236747  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare 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>                      | 20  |
| <b>Number of children on roll</b>                  | 27  |
| <b>Name of registered person</b>                   | Pre-School Learning Alliance                        |
| <b>Registered person unique reference number</b>   | RP900844  |
| <b>Telephone number</b>                            | 01954 231751  |
| <b>Date of previous inspection</b>                 | 10 February 2017                                    |

## Information about this early years setting

Kester Pre-School registered in 2015 and is run by the Pre-School Learning Alliance. The setting employs four members of childcare staff, three of whom have appropriate early years qualifications at level 3. The pre-school operates from 9am until 3pm, Monday to Friday, during term time. The setting 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.
- 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.
- 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 inspector held discussions with staff and children at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents. This included evidence about staff suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022