

Inspection of Cambourne Pre-School

Eastgate, Great Cambourne, Cambridge CB23 6DZ

Inspection date: 25 January 2023

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| 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 thrive during their time at this child-centred and well-planned pre-school. They arrive eager to learn and most children separate from their parents with ease. Children who are newer to the setting are supported well by their key person to start to feel secure. Children show care and compassion to each other. They offer comfort when children are upset and regularly help each other with gloves, coats, and shoes.

Children excitedly make good use of the well-resourced outside area, even on cold and grey days. They dance and move about as they shake bells and play a piano, showing delight and enthusiasm. Staff support children to become confident as they make their way around assault courses. Children learn to balance, judge the distance between gaps and, with increasing confidence, ask staff to time them as they repeat the course.

Inside, children show fascination as they use a range of methods to free items frozen into blocks of ice. As the ice starts to melt staff help children to notice the water forming and to think about why this might be happening. Younger children spend sustained periods of time playing with cars and sensory toys that make sounds or launch balls into the air when buttons are pressed.

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

- Children take part in a wide range of well-thought-out activities that support their development across all seven areas of learning. Staff understand children's abilities and interests well and put in place a curriculum that effectively extends what children already know and can do. They interact in fun, engaging and respectful ways with children. Staff offer opportunities for children to think and wonder. They respond positively to the ideas and interests that children demonstrate.
- Staff have a good awareness of the impact that the COVID-19 pandemic has had on some children's development, particularly when it comes to playing with other children and sharing resources. Staff effectively support children to gain these skills. During role-play activities, staff skilfully help children to recognise the importance of the 'phone calls' children are making and help other children to wait their turn. However, on occasions, staff are less consistent at supporting children to respect resources. For example, children throw pieces of jigsaw puzzles they do not need, and staff do not help children to understand how this could hurt their friends or damage the items.
- Staff provide good support for children's language development. They talk clearly with children and introduce new words, such as 'ripple' and 'melt'. Staff make good use of visual signals and simple sign language is used to support

children who have communication difficulties. Children take part with enthusiasm in singing activities and regularly look at books with members of staff.

- Children's progress is regularly monitored. Staff are quick to put in support where children may be at risk of falling behind typical development. The setting is proactive at linking with other settings children attend and with external professionals when needed. Additional funding that some children receive is used well to enhance children's ongoing learning and development.
- Staff support children to learn to lead a healthy lifestyle. They remind children to wash their hands before mealtimes and encourage them to eat the savoury contents of their lunch boxes before moving on to the sweeter items.
- The setting places a high emphasis on working in partnership with parents. Regular parents' evenings and informal discussions at drop off and collection times ensure families are fully involved in their children's development. Parents are regularly supported with ideas and resources to extend their children's ongoing interests at home. Parents are very complimentary about the setting and value the wider support they receive.
- Staff work well as a team and feel valued. Regular supervision sessions and team meetings are used to support their ongoing practice and development. However, for less-experienced staff, these professional development opportunities have not yet enabled them to gain teaching skills that support all children to the very highest level.

Safeguarding

The arrangements for safeguarding are effective.

The pre-school manager and staff have a robust understanding of the signs and symptoms that may indicate a child is at risk of harm or abuse. They understand the importance of keeping accurate and timely records. Staff are clear about the procedure for reporting their concerns. Safeguarding updates and discussions during staff meetings ensure the team's knowledge is regularly refreshed. Staff have a good awareness of wider safeguarding issues, such as when children may be at risk of radicalisation. Robust vetting procedures are in place to ensure those working with children are suitable.

What does the setting need to do to improve?

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

- promote greater consistency across the staff team in supporting children to learn to respect resources
- expand the range of professional development opportunities, particularly for less-experienced staff, to help to raise their knowledge, skills and teaching practice to the highest levels.

Setting details

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| Unique reference number | EY456077 |
| Local authority | Cambridgeshire |
| Inspection number | 10263518 |
| 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 | 36 |
| Number of children on roll | 36 |
| Name of registered person | Cambourne Pre-School Committee |
| Registered person unique reference number | RP904698 |
| Telephone number | 01954 715150 |
| Date of previous inspection | 4 May 2017 |

Information about this early years setting

Cambourne Pre-School registered in 2005. It is managed and run by a committee of parents and is a registered charity. The pre-school is open from Monday to Thursday, from 9am until 3pm and on Friday from 9am until midday, school term times only. There are six members of staff, one of whom holds a relevant qualification at level 5, two hold qualifications at level 3 and one at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julia Sudbury

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 the evaluation of the provider.
- The manager completed a learning walk with the inspector and discussed the curriculum and what the pre-school wants the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A joint observation was carried out with the manager and inspector.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a sample of paperwork including registers, children's registration forms and staff suitability checks.
- The inspector spoke to a small sample of parents.

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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