

Inspection of Buckden Preschool Playgroup

The New Millennium Hall, Burberry Road, Buckden, St. Neots, Cambridgeshire PE19 5UY

Inspection date: 23 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are excited to arrive at this friendly pre-school. They greet staff enthusiastically and are quick to join their friends and investigate the engaging activities staff skilfully plan. Children enjoy a variety of exciting learning opportunities in the pre-school building and in the extensive community outdoor area. For example, children have access to age-appropriate play equipment to support their physical development. They explore the local lake and nature trail, where they develop a deep appreciation and understanding of the unique environment they live in.

Children demonstrate incredibly high levels of independence. This is supported particularly well during highly sociable meal and snack times. Children cooperate well, voting for the foods they will eat, and organising where they will sit. They lay out cups, bowls, and cutlery before helping themselves to cereal and fruit, and pouring their own drinks. Once they have finished, children help staff to clear away, wiping tables and sweeping up crumbs.

Children and staff engage exceptionally well with their local community. Children enjoy a rich set of experiences, which enhance their understanding and respect of their environment. For example, children and staff make regular visits to the local shop to choose the snacks they will enjoy. They thank shop staff for the healthy foods that they kindly donate to the pre-school.

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

- Since the previous inspection, the provider has implemented strategies to ensure all committee members are known to Ofsted. The new nominated individual demonstrates robust knowledge of her role in keeping children safe. She understands her responsibility to notify Ofsted of any new committee members, and changes in their circumstance.
- Children behave well in the pre-school. Staff make good use of regular group sessions to support children's understanding of appropriate behaviour. During circle time, children and staff explore the rules in the pre-school. They discuss why they are in place, and the impact of not following them may have on themselves and others. Children have a good understanding of the need to take turns in activities. Staff use age-appropriate methods to support children to manage conflict independently. For example, children help themselves to sand timers to regulate the time they spend playing with popular activities.
- Children's transitions are incredibly well supported. Staff engage exceptionally well with children's previous settings. They gather detailed information to enable children to settle swiftly. This supports children to continue making good progress in their learning and development. Staff establish extremely close

relationships with the local primary school. They work together to create unique transition plans to meet the specific needs of individual children.

- Relationships between staff and parents are exceptionally strong. Staff engage well with families to gather detailed knowledge about children's early experiences. They use this information to provide learning opportunities children may not otherwise receive. Parents are incredibly complimentary about staff and the exceptional support they provide for the whole family. They acknowledge the immensely positive impact this has on children's well-being.
- Children develop an incredibly strong understanding of how to keep themselves and others safe. Staff use highly effective methods to support children to identify risks in their play. For example, children nominate a daily 'safety officer' who, with the support of staff, completes a visual risk assessment of the pre-school.
- Staff place sharp focus on children's communication and language development. They engage children in meaningful discussions during all activities, role modelling new and descriptive language. The manager and staff work closely with early years professionals within the local primary school. They gather information about the relevant reading schemes and encourage children to discuss and explore the various characters they will learn about at school.
- Children become deeply engaged in the exciting activities staff plan. For example, children become thoroughly absorbed in a science experiment. They drop objects into water and sort them into baskets of items that sink or float. However, staff do not consistently extend children's knowledge and critical thinking skills in all adult led activities.

Safeguarding

The arrangements for safeguarding are effective.

The provider, manager, and staff have a strong understanding of their role in keeping children safe. They demonstrate good knowledge of the signs and symptoms which can indicate a child is at risk from harm. All staff confidently discuss the correct referral process to follow if they have concerns about a child. They attend regular first aid and safeguarding training to ensure their knowledge remains up to date with changes in legislation. Staff complete regular risk assessments of the pre-school and involve children in this process.

What does the setting need to do to improve?

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

- consistently create opportunities to enhance children's learning and development beyond what is intended during planned activities.

Setting details

Unique reference number	221840
Local authority	Cambridgeshire
Inspection number	10243292
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	15
Name of registered person	Buckden Pre-School Playgroup Association Committee
Registered person unique reference number	RP517152
Telephone number	01480 810600
Date of previous inspection	26 April 2022

Information about this early years setting

Buckden Preschool Playgroup has been operating since 1969 and is committee run. The committee employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time only. 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
Antonia Campbell

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.
- The inspector considered the views of parents by speaking to several during the inspection.

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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