

Inspection of Potton Pre-School

Next to Potton Lower School, Everton Road, Potton, SANDY, Bedfordshire SG19 2PB

Inspection date: 20 June 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children are highly motivated and eager to learn at this extremely welcoming and family-orientated pre-school. They benefit from a wide range of challenging and innovative activities and experiences, inside and outside, that staff know will interest and excite them. For example, children beam with excitement as they discuss the fruits and vegetables that they are growing in the garden. Staff support this learning, adding language as they smell various herbs. Children learn words such as 'oregano' and are supported to use descriptive language as they use their senses to explore.

Children have an abundance of opportunities to be inquisitive and problem-solve as they play. Staff skilfully ask appropriate questions to encourage children to express their opinions and feelings. For example, staff ask younger children what butterflies use to fly as they take part in a yoga session. Children imitate movement, developing their physical skills, and offer their ideas while using words such as 'antennas'.

Relationships between children and staff are superb. Staff model how to talk and act respectfully, reminding children of the rules of the setting. They encourage children to use manners and be kind to others, allowing older children time to resolve conflict independently. As a result, children demonstrate high levels of respect and tolerance towards others.

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

- The management team and staff team implement the pre-school's very strong and clear curriculum. This supports children to embed and build on their skills and knowledge across all areas of learning. The quality of teaching is consistent across the staff team and, as a result, children thrive.
- Children with special educational needs and/or disabilities and children from disadvantaged backgrounds receive outstanding support and flourish in their development. The manager and staff go above and beyond to ensure that children get every possible resource available to them. For instance, staff visit other settings that children attend and conduct home visits to get a deep understanding of where children may need additional support. Various intervention strategies are in place to ensure that children make the best possible progress.
- Staff provide an abundance of opportunities for children to master skills and be confident learners. For example, all children have fantastic opportunities to take risks and problem-solve during their time at the pre-school. They create ramps using loose parts and independently decide how safe it is going to be before testing their theories.

- Mathematics is taught exceptionally well. Staff create opportunities to teach children about number and provide opportunities for children to think about number problems. For example, some children play in a tray of sand and begin to cover a member of staff's hands with sand. She encourages them to count each finger as they hide it in the sand.
- Staff commentate during activities to introduce keywords and expand children's vocabulary. For example, as children cut up various herbs, staff tell children that if they rub the herb, the scent will transfer onto their skin. They ensure that children have high exposure to print in relevant languages to support their emerging literacy skills. As a result, children are inquisitive learners and strong communicators.
- Children have excellent opportunities to discover a love of reading from a young age. Staff ensure that children have access to a range of fiction and non-fiction books, teaching children that they can gain knowledge from them. During carpet times, children are intrigued and ask questions about the author and the illustrator of the book.
- The pre-school manager has an excellent commitment to training her staff and, as a result, staff are passionate and knowledgeable. She forms strong links with neighbouring schools and early years settings to ensure that transitions are seamless and children receive the best possible support during this time.
- Communication with external professionals is exceptional. The pre-school manager liaises with the community nursery nurse and relevant local authority professionals to ensure that families receive the best possible support. Parents speak highly of the pre-school. They say their children have developed rapidly in confidence and independence.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are fully committed to ensuring that all children are safe and secure. Staff demonstrate an excellent knowledge of safeguarding. They maintain this by undertaking regular training that increases their awareness of a wide range of safeguarding topics and concerns. Staff confidently explain the procedures to follow in the event of an allegation against a member of staff and what to do if they have an immediate concern regarding a child. Children are taught to manage their own risks. They are taught to keep themselves safe as they participate in activities with sharp tools, such as scissors or knives.

Setting details

Unique reference number	EY396150
Local authority	Central Bedfordshire
Inspection number	10289609
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	36
Number of children on roll	72
Name of registered person	Potton Pre-School (St. Mary's) Committee
Registered person unique reference number	RP518852
Telephone number	01767262807
Date of previous inspection	30 November 2017

Information about this early years setting

Potton Pre-School has been operating for over 45 years. There are currently 10 staff working directly with children. Of these, five hold qualifications at level 3 or above. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.45am to 11.45am and from 12.30pm to 3.30pm, with the option of a lunch club from 11.45am to 12.30pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Clarkson

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 this into account in their evaluation of the provider.
- The pre-school manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the pre-school manager.
- Parents shared written views of the setting with the inspector.
- The inspector spoke with the pre-school manager and the deputy manager about the leadership and management of the setting.
- The pre-school manager showed the inspector documentation to demonstrate the suitability of staff.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023