

Inspection of Caythorpe Pre-School

High Street, Caythorpe, Grantham, Lincolnshire NG32 3DR

Inspection date: 9 January 2024

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 enjoy their time at this welcoming pre-school. Staff place a strong emphasis on encouraging children's independence skills. To this end, children play an active part in the daily routine. Children pour their drinks and serve themselves snacks. They put their leftovers in the bin and wash their plates, cups and cutlery. Children listen carefully to staff and eagerly follow instructions. For example, children help staff to tidy away resources and sweep sand from the floor. This helps children learn to do as much for themselves as possible.

Staff create an enticing outdoor environment which children confidently explore. Children practise using their muscles as they throw beanbags onto numbered squares and try to catch balls that staff roll down the sloped roof. Staff suggest different ways to throw the beanbags so they land on the numbers. This encourages children to persevere. Children work with staff to build ramps and pathways out of wooden planks. They readily take turns with their friends and run their toy vehicles along the 'newly built roads'. Staff ensure that children are presented with appropriate risks and challenges. For example, children develop their balance and coordination skills as they carefully consider how to safely move along rope bridges and balance beams. Staff are vigilant and recognise when less-confident children need a helping hand.

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

- Leaders are reflective and strive for improvement. The manager has recently worked with the local authority to undertake an audit of the pre-school. Feedback is used effectively by the manager to bring about further improvement. Staff state they are supported well by the manager. They are able to access training to improve their knowledge and skills.
- Group-time activities support children's language and communication development. Children focus as they sit together and listen to a story. They show genuine interest and point out what they see in the pictures. Staff give children time to ask questions and suggest ideas. They explain the meaning of new words, such as 'constellation' and 'delighted'. This helps children develop their speech and broaden their vocabulary.
- Staff provide activities to help children develop their small muscles. These activities help them practise the skills they need for early writing. Children are supported to fasten zips on their coats and open their food packets. Staff use a play dough activity to introduce language such as 'big', 'small', 'thin' and 'thick'. Children copy, squashing and squeezing the dough as they make shapes. This helps to support children's growing mathematical language.
- Children make good progress in their learning and development. Staff use observations and assessments to identify any gaps in children's learning.

However, some staff do not consistently use this knowledge to plan precisely for children's next steps in learning. This means activities are not tailored precisely to what some children need to learn next.

- Staff are good role models and encourage children to share resources and use their manners. Children are gently reminded of safety rules. For example, when children run down a slope, staff explain to children that they may fall and hurt themselves. Children recall that they need to walk to stay safe.
- Staff provide healthy snacks and fresh drinking water for children. In addition, staff share information with parents regarding healthy lunch boxes and good dental hygiene. Handwashing is an established part of the routine, and children readily wash their hands after using the toilet and wiping their nose and before eating.
- Staff have developed a warm and caring relationship with the children. Children readily ask for help and share their play with staff. Parents are positive about the pre-school. They state their children are making friends, increasing their confidence and developing their language skills.
- Staff have developed a straightforward and sequenced curriculum. Overall, this means children engage well with the activities on offer. However, staff do not always consider how to present creative activities in a way that fully supports children's interest and engagement. At these times, children do not express an interest in the experiences that staff provide. This limits their opportunities to be creative and use their imagination.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop staff's understanding of how to use their knowledge of what children know and can do, to plan more precisely for their next steps in learning
- strengthen planning to further develop more stimulating creative activities which fully support children's engagement, interest and imagination.

Setting details

Unique reference number	EY411679
Local authority	Lincolnshire
Inspection number	10325890
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	15
Name of registered person	Caythorpe Pre-School
Registered person unique reference number	RP517299
Telephone number	01400 272 036
Date of previous inspection	18 October 2018

Information about this early years setting

Caythorpe Pre-School is based in Grantham, Lincolnshire. It registered in 2010. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above, and one holds an early years qualification at level 2. The pre-school operates term-time only, Monday to Thursday. 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
Susan Hyatt

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a mathematical activity with the manager.
- Parents shared their views of the pre-school with the inspector.
- The 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.

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