

Inspection of Stretton @ Fourfields

Community Building, Fourfields CP School, Bentley Avenue, Yaxley, Peterborough
PE7 3ZT

Inspection date: 6 March 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

Staff work closely with parents to support children to settle into the pre-school. They get to know the children very well and develop warm, positive relationships. Staff accept and celebrate children for who they are. There is an effective key-person system in place, which helps children to feel safe and secure. Children approach staff confidently for help and reassurance. Staff have high expectations of children's behaviour. They teach children how to be patient and empathetic. There is a strong focus on inclusion. Children welcome each other into their play and the older children enjoy looking after the younger ones.

Staff keep children safe in the pre-school. They carry out robust risk assessments so that children are kept safe on outings and when in the forest school. Staff also support children to take risks when balancing and using woodwork tools. Staff promote children's independence. Children prepare their own snack and wash up their plates and bowls. Staff listen closely to children. Children speak confidently with staff and each other. Staff adapt their communication methods so that all children can express themselves. Children freely offer their views and opinions, and staff respect these. Staff follow children's interests when planning for their learning. They role model and provide fun learning opportunities. Children with special educational needs and/or disabilities (SEND) and those from disadvantaged backgrounds make very good progress with their learning and development.

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

- Staff work closely with parents to ensure that healthy eating is promoted. Lunchtime is a relaxed and social time. Children and staff enjoy talking with each other. However, staff do not always explain to children why they need to sit down when they are eating. This means that some children do not develop their understanding about how to keep themselves safe when eating. Staff help children to brush their teeth after lunch and help children understand the importance of this.
- There is strong support for children with SEND in the pre-school. Staff complete detailed assessments of children's individual needs so that they can identify where further support may be needed. Staff work in partnership with parents and other professionals to share information. This helps staff to provide consistency of care and support children with transitions to school.
- Staff provide engaging, suitable activities and resources for children with SEND. They make sure that each child can access these. Staff undertake extra training so they can meet the needs of children. However, staff do not always provide sufficient challenge for all children during activities to help them make the best possible progress in their learning and development.
- Staff provide good support for children's physical development. Outside, children

balance, run, swing, and build with tyres and planks. Staff follow children's interests in their play. They take children to the local shop to buy potatoes so they can make potato soup. This helps children learn about the world around them. Staff help children learn about different cultures and celebrations including making Mother's Day cards.

- There is good support for children's communication skills. Staff read stories and sing songs with children. They speak clearly and introduce children to new vocabulary. Staff read stories about emotions and support children to share how they are feeling. Children use this language to express themselves appropriately. Staff use fun group activities to teach children how to listen.
- Staff work closely with parents in order to provide an inclusive and interesting range of activities which meet children's needs. Staff share information about children's health and well-being with parents. Parents comment on the strong support they and their children have received when settling into the pre-school. They are particularly pleased with how happy their children are, and the trusting relationships staff have with them.
- Leaders have a commitment to continual improvement of the pre-school. They support staff with their ongoing professional development. Leaders work with staff to identify training that is needed. They also take responsibility for staff well-being. Leaders have an accurate view of the service they provide and areas for further development. They are planning to develop the outside area and are also supporting staff to plan effectively to support all children.

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:

- help staff support children develop their understanding about the importance of keeping themselves safe when eating
- support staff to offer challenge for children during play to extend their learning.

Setting details

Unique reference number	EY218231
Local authority	Cambridgeshire
Inspection number	10316848
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 5
Total number of places	73
Number of children on roll	63
Name of registered person	Stretton Pre-School
Registered person unique reference number	RP535288
Telephone number	01733 746521
Date of previous inspection	22 May 2018

Information about this early years setting

Stretton @ Fourfields registered in 2002. The pre-school employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications from level 3 to level 5. The pre-school opens Monday to Friday, 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

Tracy Joyce

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.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the pre-school.
- 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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