

Inspection of Parson Drove Pre-School

Alderman Payne Primary School, 9 Main Road, Parson Drove, Wisbech PE13 4JA

Inspection date: 8 March 2024

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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

Staff build strong relationships with children and their families. The manager and staff provide home visits for new children and gather vital information to help them settle, prior to starting. Consequently, children demonstrate they are happy, safe, and secure as they separate from their parents with ease.

Outdoors, staff initiate a game of hide and seek to encourage children to play cooperatively and develop friendships. They talk about the rules and decide who is going to count to 10. Children thoroughly enjoy the anticipation and squeal with delight when they find each other. Furthermore, staff play alongside children and engage them in conversations. They commentate on children's actions and expose them to a variety of descriptive language.

Staff generally have high expectations for children and, for the most part, children behave and interact well together. Staff support children to develop a good level of independence. For example, they encourage children to put on their shoes and coats to go outside. Similarly, they serve themselves at snack time and pour their own drinks. Staff provide hand-over-hand assistance for those that require a bit more confidence.

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

- Parents speak highly of the pre-school and say they receive daily communication about their child's well-being and activities. The manager actively obtains the views of parents through questionnaires. She is very reflective and responds well to feedback. For example, some parents requested more information about their children's learning and development. As a result, they now offer regular updates on children's progress throughout the year.
- Children develop a love of literacy through core books and texts. They freely join in with repeated refrains and learn about rhythm, and rhyme. Staff foster this enthusiasm. They encourage children to take home story sacks, enabling them to practise and revisit prior learning. Consequently, children's vocabulary grows rapidly.
- Staff deepen children's mathematical awareness. For example, children confidently count and make comparisons as they sort, categorise and match quantities to written numbers.
- Children have free-flow access to the outdoors, where they harness their physical skills. Staff and children use the school grounds for more space when throwing and catching balls or running and riding bicycles.
- Key staff know children well and track their development closely. Children with special educational needs and/or disabilities are provided with targeted support, to help them move forward in their education. The manager and staff speak

regularly with other professionals to review children's development and share information.

- Staff teach children about good oral health and have undertaken training in 'supervised toothbrushing'. Children are provided with a toothbrush and staff encourage them to regularly clean their teeth at pre-school.
- Children develop an understanding of how to care for plants, as they grow strawberries and potatoes in the greenhouse. This helps children to know where food comes from and what they need to make them grow.
- Overall, the manager and staff understand the curriculum and know what they want children to learn. Staff use supplementary funding to provide extra resources for children who require additional support, to help close any gaps in learning. However, sometimes staff focus more on activities they want to provide and less on the skills children need to achieve next. Nevertheless, children make good progress in their education.
- Staff regularly remind children of the pre-school rules and use sand timers to help children take turns. They swiftly intervene when negative behaviour unfolds. However, staff do not always give children a clear explanation of why some behaviours are unwanted, to further their understanding of right and wrong. Therefore, children do not understand how their behaviour has an impact on others.

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:

- focus planning more on the skills children need to develop next to fully extend and support their learning
- help staff to recognise the importance of explaining unwanted behaviour to children so that they are able to develop an awareness of the consequences of their actions.

Setting details

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| Unique reference number | 221861 |
| Local authority | Cambridgeshire |
| Inspection number | 10316821 |
| 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 | 22 |
| Number of children on roll | 28 |
| Name of registered person | Parson Drove Pre-School Committee |
| Registered person unique reference number | RP517187 |
| Telephone number | 01945 700496 |
| Date of previous inspection | 10 May 2018 |

Information about this early years setting

Parson Drove Pre-School registered in 1984. The pre-school employs seven members of staff, of whom four hold appropriate early years qualifications between level 3 and level 5. The pre-school opens on Monday to Friday from 8.30am until 3pm, term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Walker

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.
- 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 carried out a joint observation 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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