

# Inspection of Girton Cottontails Preschool

Girton Glebe Primary School, Cambridge Road, Girton, Cambridge CB3 0PN

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Inspection date: 30 April 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive at this nurturing pre-school. Staff provide a calm, supportive environment, where children gain confidence, independence, a sense of self and of community. Children know precisely what is expected of them. Staff provide consistent, sensitive reminders that help them learn to consider the needs and rights of their friends. Children learn about their feelings and how to express them. Staff help children learn to share and take turns from the very start. They recognise that this is a new skill for the youngest children and, over time, equip them with the skills to negotiate and build compassion and understanding for each other. Peer friendships bloom as children seek each other out to share their imaginative play, help each other and reassure children who are feeling sad.

All children receive consistently high-quality engagement and interaction with staff that help them make progress in their learning and development. Staff know children incredibly well. They expertly adapt and tailor their practice to support each child at their individual level of development. Children demonstrate that they build high levels of self-esteem. They show their sense of achievement as they recognise their own progress in learning, from putting on their shoes independently to throwing and catching a ball.

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

- Leaders are highly qualified and very experienced. They have children's interests at the heart of all they do. Leaders have established an ambitious and well-sequenced curriculum that helps children to gain the skills they need for life and the next stage in their education. They share the curriculum, including specific detail of the sequence of components for each curriculum aim, with staff and parents. This ensures each child is superbly supported on their individual learning journey, to build on what they know and can do over time.
- Parents are overwhelmingly positive about the pre-school. They state that they are well informed about their child's day and how to support their ongoing learning at home. They say that their children thoroughly enjoy coming to pre-school. Parents say they are confident that their children are safe, and their needs are well met. They notice the progress their children make, such as building increasing self-confidence, independence and communication skills.
- Staff are highly focused on the pre-school's ethos to protect children from harm. Staff teach children a range of strategies that help them learn how to keep themselves safe. With parental consent, older children learn about their bodies, what is private and who a trusted adult is, so they know who to talk to if they are worried. Staff encourage children to make choices and ensure their voice is heard. They are attentive to children's needs and consistently seek their consent to help with nappy changes or wiping noses.

- Leaders and staff work incredibly well together and form a close-knit team. They are highly reflective practitioners, who strive to improve their practice and inspire children's learning. Staff say that they feel very well supported to fulfil their roles. They add that they feel valued and are encouraged to seek training that helps to improve children's learning experiences, such as the addition of forest school activities. Staff comment on the significant progress they see in children's self-confidence and motivation to try new things as a result of engaging in forest school sessions.
- Children hear a vast range of words as they talk to staff, listen to stories attentively and join in with songs and rhymes. Staff enunciate words with clarity and provide children with explanations that help them to understand and clearly articulate their ideas, thoughts and needs.
- Children build high levels of attention. They listen to instructions from staff, such as when they complete puzzles. Staff weave mathematical language naturally when talking to children, such as how to position puzzle pieces. They encourage children to think and try out their ideas.
- Children with special educational needs and/or disabilities and children in receipt of additional funding are exceptionally well supported. Staff work closely with parents and other professionals to identify where the additional support will help the individual child, with a focus on supporting children's development in the prime areas of learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	2659139
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10335666
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Girton Cottontails Preschool CIC
<b>Registered person unique reference number</b>	2592755
<b>Telephone number</b>	07368180771
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Girton Cottontails Preschool registered in 2021. The pre-school employs eleven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, including the manager who holds early years professional status. The pre-school opens from Monday to Friday during school term time only. Sessions are from 8.30am until 3pm on Mondays, Tuesdays, Thursdays and Fridays and 9am to 3pm on Wednesdays. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gail Warnes

## 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 joint observations of group activities with the manager.
- The inspector reviewed parents' written feedback, spoke to several parents during the inspection and took account of their views.

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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