

Inspection of Earith PreSchool 7

Earith Primary School, School Road, Earith, HUNTINGDON, Cambridgeshire PE28 3QB

Inspection date: 24 October 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this pre-school. As the doors open for pre-school, children are keen to go in and leave their parents with ease. Staff demonstrate a genuine interest in each individual child in their care and develop warm relationships with them. Through these warm and positive relationships, children feel safe and secure at the pre-school, as well as comfortable to be themselves. Staff join children in their play and learning. They use this opportunity to engage in conversation with the children. For example, in the role-play area, staff sit with the children, sharing different 'food' items while chatting. This supports children to develop back-and-forth conversation.

Children are offered a broad curriculum that covers all areas of learning. Staff plan according to children's individual interests and promote the skills they need to be independent learners. Leaders ensure that the indoor and outdoor environment is well-resourced and enables meaningful learning across all areas of the curriculum. They also ensure that children have plenty of opportunities to use their hands in play, which helps to strengthen the muscles needed for future writing skills. Children push trains across the track, complete puzzles with different-sized pieces and intricately build using wooden blocks.

Children are eager to join in and help one another during tidy-up time. This is due to staff having high expectations of the children. Staff communicate clearly with the children, and children listen attentively. Staff are calm and positive role models, and children's behaviour is good.

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

- The pre-school is led by committed leadership who are passionate about what they do. They have a clear vision for the pre-school and work with the staff to implement an engaging and child-led curriculum.
- Staff encourage children to be independent from an early age. From when they first enter the pre-school, the children self-register and hang up their own coats. During the day, they self-select from a wide range of resources. For example, children confidently choose from an exciting array of art materials, such as pipe cleaners, 'wobbly' eyes, lids and felt-tip pens, to make spiders.
- Staff teach children how to keep their bodies healthy. As well as talking about healthy food options, staff also talk to children about the benefits of exercise and the effects that it has on their bodies.
- Singing songs and rhymes is a daily activity. Children quickly gather on the carpet ready to sing. Staff use props, actions and words to engage the children, while sharing new vocabulary such as 'speckled'.
- Parent partnerships are good. Parents speak highly about staff and the

confidence they have in them. They appreciate how approachable and caring the staff are. Staff inform parents regularly about their children's development. They also give parents ideas that enable them to support their child's learning at home.

- Children focus on activities of their choice and show sustained concentration. For example, they enjoy joining and separating magnets, and they are praised for using the magnets to explore different types of materials. Children take turns and respect each other's personal space. Children also show a sense of achievement when completing puzzles using expert hand-eye coordination skills.
- Practitioners provide activities that are interesting and engaging for all ages of children. However, they have not considered the planning well enough to ensure that older children are consistently challenged to fully extend what they already know and can do.
- Leaders support children in their transition to school. Therefore, the pre-school prioritises language skills, independence and social development, helping children to make friends in larger groups and be confident to talk and communicate in a school environment. Established relationships between the pre-school staff and the school staff ensure that effective transition arrangements take place.
- The pre-school works closely with a range of other professionals to enhance the outcomes for children. Pre-school staff work alongside other professionals to provide tailored learning plans for children with special educational needs and/or disabilities (SEND). As a result, all children, including those with SEND, make good progress.
- Priority is given to staff's well-being and continuous professional development. They are fully supported to build on their existing knowledge and embrace new challenges. Staff are fully aware of their roles and responsibilities.

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:

- review the curriculum planning to ensure that older children benefit from challenge in activities provided that extends their learning further.

Setting details

Unique reference number	221818
Local authority	Cambridgeshire
Inspection number	10355474
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	21
Name of registered person	Earith Pre-School 7 Committee
Registered person unique reference number	RP907264
Telephone number	01487 8414 78
Date of previous inspection	30 November 2018

Information about this early years setting

Earith PreSchool 7 registered in 1996 and is committee run. The committee employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Jennings

Inspection activities

- The inspector carried out a learning walk with leaders and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of staff.
- The inspector and manager carried out a joint observation.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.

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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