

# Cambourne Pre-School

Eastgate, Great Cambourne, Cambridge, CB23 6DZ



## Inspection date

4 May 2017

Previous inspection date

3 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The experienced and well-qualified management team works hard together to improve the quality of the pre-school. They gather the views of staff, parents and committee members, set targets and continuously develop the provision.
- Staff build good partnerships with parents and encourage their involvement in the pre-school. They share information about children's development.
- Staff provide children with a variety of interesting and stimulating learning activities, both indoors and outdoors. Children explore a range of tools, toys and different materials that is easily accessible.
- Staff support children's learning well. They provide quality interactions and demonstrate a good knowledge of children's interests and stage of development. Overall, children progress well in their learning.
- Children's behaviour is good. Staff provide consistent boundaries and are good role models. Children have strong relationships with staff and enjoy exploring the warm and welcoming environment.

### It is not yet outstanding because:

- The arrangements to assess children when they begin at the pre-school do not provide the most precise picture of their starting points. This does not fully support staff in identifying the exact amount of progress children make.

## What the setting needs to do to improve further

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

- strengthen the systems for identifying children's clear starting points.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector looked at the children's assessment records.
- The inspector spoke to some parents and members of the pre-school committee during the inspection and took account of their views.
- The inspector sampled a range of other documentation, including the pre-school's self-evaluation, policies, risk assessments and evidence of the suitability of staff working in the pre-school.

### Inspector

Jane Osburn

## Inspection findings

### Effectiveness of the leadership and management is good

The management team is very enthusiastic and has an in-depth knowledge of the early years foundation stage. Safeguarding is effective. All staff have a clear understanding of their role and responsibilities and know how to act swiftly to meet children's needs in the event of a child protection concern. In addition, procedures are used to help to keep children safe. For example, regular checks to the premises and monitoring accidents closely to identify any common cause. The committee and management support safe recruitment and check the suitability of staff. They ensure that new members of staff experience a planned induction process. Staff receive regular supervision meetings and attend focused training. This has had a positive impact on the quality of teaching.

### Quality of teaching, learning and assessment is good

Staff demonstrate a good knowledge of their key children and respond to their interests. They provide a good balance of adult-led activities and opportunities for children to play independently. Staff regularly evaluate and summarise children's achievements. They identify any gaps in learning and provide individual support to ensure that all children make progress. Staff promote children's communication and language development. They talk to children during their play and help younger children to make links between words and their actions. Staff also add words to extend vocabulary and challenge older children. Children have the opportunity to explore ice, they provide clear explanation as to how water becomes a solid. They also use a range of descriptive and mathematical language. Children choose to select books to share with adults. They have plenty of opportunities to develop their early writing skills with a range of art and craft materials available.

### Personal development, behaviour and welfare are good

Children quickly settle into pre-school and have strong relationships with staff. They share and take turns when taking part in activities and are enthusiastic in their play. There is opportunity for children to develop their physical skills. They can access a variety of interesting and challenging activities in the garden for most of the day. For example, children can use real materials in the pre-school's building site or in their mud kitchen. Staff promote healthy eating. They provide healthy snacks and children have the opportunity to practise their self-care skills and pour their own drinks or distribute the plates and cups.

### Outcomes for children are good

Children are confident to choose their own activities and independently seek out other children or a staff member to join them in their play. Children, including those who speak English as an additional language, are supported well by staff to learn the skills that they need ready for their next stage in learning and the move on to school.

## Setting details

<b>Unique reference number</b>	EY456077
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1066487
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Cambourne Pre-School Committee
<b>Registered person unique reference number</b>	RP904698
<b>Date of previous inspection</b>	3 May 2013
<b>Telephone number</b>	01954 715150

Cambourne Pre-School registered in 2005. In 2012 it relocated to the Blue School in Great Cambourne, Cambridgeshire. The pre-school is managed and run by a committee of parents and is a registered charity. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school is open during school term time only, Monday to Thursday, from 9am until 3pm and on Friday from 9am until midday. The pre-school employs nine members of staff. Of these, four hold childcare qualifications at level 3, one at level 4 and the manager holds a childcare qualification at level 5.

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