

Stretton @ Fourfields

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

Inspection date	08/12/2014
Previous inspection date	22/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Close bonds have formed between key persons, children and their families, which helps children feel a good sense of security and confidence in the setting.
- Children make good progress. Staff use a varied range of teaching methods to engage children and provide activities that interest and motivate them to learn.
- Close, trusting relationships with parents and effective links with other agencies, support a shared approach to children's learning and ensures they receive consistently good levels of support.
- Staff follow precise policies and procedures to safeguard children in their care and have developed a secure understanding of how to implement these within the setting. The environment is welcoming and safe and children feel comfortable in the setting.
- The manager is committed to the continuous development of the provision, using a clear system of self-evaluation to secure improvements in all areas.

It is not yet outstanding because

- Children have less opportunity to fully engage in a range of activities that maximise their learning potential in the outdoor environment. For example, children are unable to independently investigate the natural world, using a variety of tools and resources.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the Ocean room, Jungle room and the outside learning environments.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint room observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation documents and improvement plan.

Inspector

Carly Mooney

Full report

Information about the setting

Stretton @ Fourfields Pre-School was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the grounds of Fourfields Primary School, in Yaxley, Cambridgeshire. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3. The manager holds a level 6 qualification. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 89 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance all children's learning in the outdoor environment, with specific regard to extending the opportunities for their investigation and exploration of the natural world.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's learning is fostered effectively, as staff offer close support to help children make good progress towards the early learning goals. Children take part in a range of interesting activities, which promotes their development across the seven areas of learning. Staff organise the indoor learning environments effectively to encourage children to become motivated and independent learners. However, this is less successful with the outdoor area as full consideration has not been given to maximising all areas of learning. For example, children have limited opportunity to consistently explore and investigate the natural world. This also does not fully support those children who prefer to learn through outdoor activity. Children join in activities with enthusiasm and demonstrate clear characteristics of effective learning. For example, during a multi-skills physical activity, children sustain their interest for a prolonged period of time, listening carefully to the clear instructions and following them correctly. Activities such as this prepare children well in readiness for school and the next stage in their learning.

Staff build children's vocabulary by giving choices, modelling clear language and repeating words and sentences for reinforcement. Children develop their language and social skills, as they join in group times, and enjoy age-appropriate singing sessions. Children enjoy

familiar stories both in a large group and on an individual basis. They join in with enthusiasm and show anticipation for the next part in the story. Staff ask age-appropriate questions about the story that encourage children to think critically and relate to their own lives. For example, staff ask about what food or drink they might leave out for Santa on Christmas eve. Staff closely monitor children's communication and language development to ensure intervention can be sought swiftly, if further support is required. Staff are improving the use of more visual aids throughout the setting, to further support children's communication, especially for children who speak English as an additional language. Staff utilise opportunities that arise, to support children's counting skills, both in routine activities and spontaneously. For example, in the pre-school room, children count the number of children and adults present at circle time. They count the pieces of carrots, one by one, as they place them in the pan during their role-play. Staff offer good support and extend children's learning to count past 13, when their knowledge of which number comes next is less secure. Children's understanding of the world, and the different roles people play in society, is further enhanced by visitors to the setting, including a parent who works as a health visitor. Staff make good use of the local community, as children regularly visit the library, a fruit and vegetable shop and a residential home for elderly persons during harvest festival. The traditions and backgrounds of the children who attend the setting are valued, and suitable resources and exploration of different cultural festivals, support children's understanding of the diverse society they live in.

Planning systems have recently been reviewed and are currently being embedded into practice. They now ensure children's interests are at the forefront of staff's minds when planning activities and that a more flexible approach to spontaneous planning is maintained. Staff demonstrate, through discussion and their written observations, that they know their key children well. Staff understand how to plan suitably challenging activities that meet children's individual needs. Progress is regularly reviewed and assessed against the seven areas of learning, to ensure any gaps in learning are not missed. Staff complete a progress check for children between the ages of two and three years, and share these with parents. Activities associated with each learning theme are shared with parents via newsletters and a daily board of activities. This enables parents to have a good overview of the learning taking place at any one time and provides them with the opportunity to provide further support at home.

The contribution of the early years provision to the well-being of children

Children form positive, trusting and emotional relationships with staff and their peers. This increases their self-confidence and helps to support their personal, social and emotional development. Children's key persons provide them with good emotional support and this ensures their well-being is fostered effectively. For example, staff seek out specific toys they know children like to help them settle and support children's transitions, as they gradually move from one room to the next. Staff are positive role models. They interact well with all children and are kind and courteous towards them. Parents contribute to children's starting points and there is a good exchange of information at collection time, which ensures children's ever-changing needs are constantly met. Staff understand how to work with other providers that children also attend. Suitable systems to share information, such as a communication book are in place. These books are also used when people other

than children's parents regularly collect children, such as grandparents. This ensures these parents know about their children's day. Children are prepared well for their move to school. They learn a number of self-care skills, such as fastening clothes and removing socks and shoes, in preparation for changing for physical education lessons. Teachers from local schools visit the setting and children attend events at the neighbouring school, to support a smooth transition.

Behaviour throughout the setting is good. Children demonstrate good behaviour towards their peers, share their resources well and are kind to each other. There is a consistent approach to behaviour management from all staff, who have clear expectations of all children and speak to them in a calm and pleasant manner. Children are gently reminded of the rules as they play, such as, using their kind hands and walking feet indoors. Staff consistently praise and acknowledge children for their progress and achievements, which encourages good levels of self-esteem. Staff are deployed well around the setting to supervise and support children in their chosen activities. Children learn to take acceptable risks in their play. They use a knife to cut up vegetables and understand that they must be mindful of their fingers, due to the knife being sharp.

Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and through outdoor play opportunities. Children spend quality time in the fresh air each day, as the outdoor environment is frequently accessible from both rooms. Children enjoy a range of physical activities and have ample space to ride their bicycles and scooters confidently. Furthermore, children are able to access the school's trim trail and playground to further develop their large physical skills. Children are competent at managing their personal needs relative to their ages. At snack time, children pour their own drinks and spread butter on their bread. Children understand the importance of cleaning their hands before eating and access drinks when thirsty, which further encourages self-care skills, prior to starting school.

The effectiveness of the leadership and management of the early years provision

The designated lead member of staff for safeguarding has a clear understanding of her role and all staff are confident in the procedures to follow should they have concerns about a child. Policies and procedures are regularly reviewed and all staff attend regular child protection training. This ensures staff are always aware of local procedures and current legislation. Staff receive ongoing support through supervision meetings and appraisals. Recruitment procedures at the setting are thorough. A practical session is always part of any interview process and this helps to ensure that all staff are not only suitably qualified and vetted, but are capable of the requirements of the role. The induction procedure that follows ensures that all new staff are clear about their responsibilities and the way the setting operates. Robust checks on adults are carried out to safeguard children and secure systems are in place to monitor the welfare of children. The premises are secure and parents and visitors cannot enter without being let in by staff. Thorough risk assessments and daily checks ensure children play in a safe environment.

The committee has recently reviewed the management structure in place, and as a result, an operations manager now oversees both this setting and its sister one in the same village. This manager is supported by each setting's supervisors and they work well together to provide a strong management team. Alongside the committee, staff are working hard to implement the clear areas of improvement they have identified as part of their systems for self-evaluation. The manager spends quality time within both play rooms to observe staff's practice and engages in supervision meetings to support staff's professional development. Staff demonstrate a clear knowledge of the learning and development requirements, which is demonstrated effectively through the broad range of activities they provide. Planned activities are well matched to each child's age and stage of development. This means that children are supported effectively to make good progress in their learning and development. Educational programmes are monitored and a whole setting tracking document has recently been introduced. This enables any gaps in learning for different groups of children to be swiftly identified and addressed, to ensure that they are making the best progress they can.

Close, trusting relationships have been built with all parents, and staff value their input into their children's pre-school life. Staff demonstrate a good understanding of the benefits of working closely together to meet children's needs, and parents are warmly welcomed to events. For example, they join in with volunteer days, where they engage in activities with their children. Parents complete regular sharing information sheets so staff are always aware of children's current interests at home. Children's progress is shared with parents on a regular basis and parents comment positively about the setting. Effective partnerships with external agencies are good and this means that children benefit from a coordinated approach to their care and development and as a result, make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY218231
Local authority	Cambridgeshire
Inspection number	855729
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	89
Name of provider	Stretton Pre-School Playgroup Committee
Date of previous inspection	22/09/2009
Telephone number	01733 707312

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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