

Stretton @ Fourfields

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



Inspection date	22 May 2018
Previous inspection date	8 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager is ambitious, hardworking and leads a knowledgeable staff team. She has a clear vision for the future of the pre-school and is committed to the continued development of the setting. She accurately identifies areas for development and implements positive changes. For example, a well-resourced sensory garden and small allotment have recently been added.
- The manager and her staff team have good relationships with other settings, such as the local school. They work well in partnership with a range of professionals who are involved with children who attend the pre-school. Other professionals comment that staff at the pre-school are knowledgeable and provide good care for children.
- Parents are very complimentary about the pre-school. They comment that their children have settled in easily and come into pre-school happily each morning. They also note that their children have made good progress in developing their speech since starting.
- Well-qualified staff ensure that the environment is well set up for children each day. They provide a wide range of resources and activities throughout the day which helps to stimulate children's imaginations and engage children in purposeful play and learning.

It is not yet outstanding because:

- Methods for the supervision and performance management of staff are not fully established to plan more precisely for their professional development.
- Systems to monitor groups of children's progress are not fully embedded to ensure that emerging gaps in learning are swiftly addressed.

What the setting needs to do to improve further

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

- develop further the systems for staff supervision to plan more precisely for professional development opportunities
- embed the systems to monitor the progress of groups of children to ensure that emerging gaps in their learning are swiftly identified and addressed.

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector discussed children's progress with staff. She looked at a sample of documentation, including the suitability checks of staff and accident and incident records.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. She held a meeting with the manager and talked to a representative from the local authority.
- The inspector conducted a joint observation of an activity with the manager.

Inspector

Josie Mapes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and her team have a thorough understanding of the possible signs and symptoms of abuse. They are confident in how to make a referral if they have concerns about the welfare of a child. Recruitment and vetting procedures are robust and new staff are inducted well into their roles. This helps to ensure they have a good understanding of their roles and responsibilities from the start. Staff are well deployed across the setting to ensure children's safety and support their learning. They provide a safe environment and teach children to think about risks. For example, they teach children to take care when climbing on wooden beams or when playing in water. The manager works closely with parents and staff to ensure that additional funding is used effectively to raise learning outcomes for children.

Quality of teaching, learning and assessment is good

Children demonstrate excellent imaginations and particularly enjoy joining in role-play activities while they are at pre-school. Staff support children to turn cardboard boxes into cars. They have great fun driving each other around the room. Staff skilfully support children to develop their mathematical knowledge. For example, they introduce pretend money and a till at an imaginary car wash. Staff encourage children to learn simple addition and subtraction when they are absorbed in their play. Staff are skilled at supporting children who have special educational needs (SEN) and/or disabilities. They meet children's individual care needs very well and work closely with outside agencies to plan strategies to support their continued development and progress.

Personal development, behaviour and welfare are good

Children are confident and talkative. They happily approach visitors and tell them about their play. Children thoroughly enjoy being physically active in the outdoor environment. They play group games with a large parachute and learn to 'wiggle' coloured hoops around the waist. They build dens with large pieces of material and cook their favourite pretend meals in the mud kitchen. Staff are good role models and help children to behave positively. They encourage children to show respect, take turns with toys and listen to instructions. Staff manage children's dietary needs vigilantly and talk to children about the benefits of healthy eating.

Outcomes for children are good

Children are well prepared for school. They are beginning to understand the boundaries and expectations of a more structured environment. Children are confident to leave parents and carers each morning and play happily with their friends and peers. Children develop a wide range of core skills while they are at pre-school. All children, including those who have SEN and/or disabilities and those in receipt of additional funding make good progress from their starting points.

Setting details

Unique reference number	EY218231
Local authority	Cambridgeshire
Inspection number	1103944
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	73
Number of children on roll	84
Name of registered person	Stretton Pre-School
Registered person unique reference number	RP535288
Date of previous inspection	8 December 2014
Telephone number	01733 746521

Stretton @ Fourfields Pre-School registered in 2002. The pre-school employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 5 and below. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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