

Inspection of Stretton Pre-School

Amenity Centre, Main Street, Yaxley, Peterborough, Cambridgeshire PE7 3LU

Inspection date: 29 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff value each individual child. They provide an inclusive setting where everyone is welcome. Children confidently and happily arrive each day and quickly settle at their chosen resources. They form strong attachments with other children and staff. Children have good opportunities to make choices. For example, after lunch, children choose if they would like to go on a walk or bake cakes.

Children enjoy spending time outdoors. They learn to manage risks as they play. For example, children confidently use tools to carve pumpkins and scoop out the mixture in the middle. Children are keen to explore the natural world. They enthusiastically look for bugs under logs and gently hold a woodlouse in their hand. Children show an interest in using chalks on a tree to make their marks, so staff introduce them to bark rubbing. They are curious to see what happens to the paper when they rub the crayon over it.

Children behave well and demonstrate positive attitudes in the pre-school. They follow the routines of the setting with very little reminder, for example, washing their hands before eating. Children have many opportunities to develop their independence skills. At snack time they prepare their own food, pour drinks and wash up the plates and cups at the sink. They learn to dress and undress themselves for outdoor play.

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

- Staff carry out home visits when children first start. This helps staff to get to know the children and families that use the pre-school and begin building trusting and friendly relationships. They value the knowledge and input that parents share about their child to help them plan for their learning. Staff keep parents regularly updated about their children's achievements and progress. Parents speak highly of the setting.
- The manager closely monitors the achievements of individuals and groups of children. She uses the information she gathers to identify gaps in learning and discusses with staff how to address them. Mathematics was recently identified as an area of focus. Staff have worked hard to address this, and staff's teaching of early mathematics has improved. For example, during the inspection, staff skilfully weaved opportunities for children to count, group objects and learn simple calculation into many play activities. They introduced children to large numbers on a weighing scale when making cakes.
- Staff demonstrate a good understanding of children's individual personalities and abilities. They closely follow children's interests and make accurate assessments of their learning. Staff provide highly targeted support for children with special educational needs and/or disabilities. They work extremely closely with other

professionals and children's families to support children's welfare and learning. Managers use additional funding effectively to help those children that receive it to progress well.

- Children learn about their local community and the people who live and work there. They frequently go for walks in the village to buy items at the shops and listen to stories being read at the library.
- The setting is led and managed well. Managers consider the well-being of staff. Staff say they feel well supported to maintain a good work and home-life balance. They feel confident to approach managers and the committee with their views, opinions and any concerns they may have.
- The manager and staff consistently reflect on their practice. They understand the strengths of the setting and where they need to develop. Training opportunities are plentiful and used to enhance children's experiences, for example, the benefits of 'loose parts' play for children's learning.
- Staff talk to children in activities and encourage them to use their thinking skills. Children enjoy listening to stories, using toys and props to bring the story to life. They are introduced to new and interesting words. However, children who speak English as an additional language have fewer opportunities to hear and see their home language as they play.
- On occasions, staff do not make the best use of activities to challenge and extend the learning of the eldest children.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities in helping to keep children safe. They are aware of the signs and symptoms of abuse and how to report their concerns. Staff teach children to safeguard themselves. They talk sensitively to children during an activity about different features of a body and the body parts that are private and personal to them. The procedures for recruitment are robust and ongoing staff suitability is checked. Staff supervise children effectively to help keep them safe. On outings children wear fluorescent vests so they can easily be identified.

What does the setting need to do to improve?

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

- increase opportunities for children to see and hear their home language as they play
- provide more highly challenging activities to extend older children's learning.

Setting details

Unique reference number	221870
Local authority	Cambridgeshire
Inspection number	10062086
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 3
Total number of places	53
Number of children on roll	40
Name of registered person	Stretton Pre-School
Registered person unique reference number	RP535288
Telephone number	01733 248048
Date of previous inspection	12 January 2016

Information about this early years setting

Stretton Pre-School registered in 1996. The pre-school employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above, including the manager who holds level 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 3pm. In addition, a breakfast club operates from 7.30am to 9am and an after-school club from 3pm to 4.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The inspector undertook a learning walk with the manager to find out about the setting and the children who attend.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and evaluated with the manager.
- The inspector held a meeting with the manager, deputy manager and chair of the committee. She looked at relevant documentation, including evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents to gain 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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