

Eyrescroft Pre-School and Out of School Club



c/o Eyrescroft School, Eyrescroft, Bretton, Peterborough, PE3 8EZ

Inspection date

19 May 2015

Previous inspection date

17 September 2008

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

Summary of key findings for parents

This provision is good

- Children and their families are enthusiastically welcomed into this friendly pre-school, which has become a valued and respected group within the local community.
- Staff make regular assessments of children's learning, using the information gathered to plan interesting activities. All children make good progress given their starting abilities. Staff effectively meet the needs of children with special educational needs and/or disabilities and children who speak English as an additional language.
- Staff have good relationships with the children. They are warm and sensitive to their needs. Consequently, children feel secure and confident in their care and play happily with each other.
- Staff are well trained in safeguarding and child protection. They know the procedures to follow should they have concerns about a child's welfare. The manager regularly conducts supervision meetings to ensure staff remain suitable to care for children.
- The manager and staff work very well together. They share a commitment to continue to drive improvement.

It is not yet outstanding because:

- Children have many opportunities to learn about the world around them, however, staff have not yet fully explored ways to support children in appreciating how technology can be used effectively in everyday situations.
- The system for monitoring the progress of different groups of children is not yet refined so that this information can be used to support children to make more rapid progress in their learning.

What the setting needs to do to improve further

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

- introduce more opportunities for children to use simple mechanical and technical toys and equipment, so that they become capable and confident in the use of technology
- make even better use of the monitoring of children's achievements, so that the progress of different groups of children, such as the most-able children, is rigorously checked to support them in making more rapid progress in their learning and development.

Inspection activities

- The inspector observed and talked with children and staff at appropriate times throughout the inspection.
- The inspector held a meeting with senior staff and conducted a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation. This was discussed with staff at regular intervals.
- The inspector checked evidence of the suitability of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Lee

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good knowledge of how children learn through play. Staff share children's excitement as they discover that the rain has caused a section of guttering to leak. Staff use this opportunity to support children's language development by introducing descriptive words, such as 'dripping' and 'flowing'. Children spontaneously decide to collect water in a container and use it to feed some flowers growing in the garden. They inform staff that the flowers are happy now they have had a drink. This demonstrates that they are able to put into use knowledge gained from previous experiences about the world around them. Children use numbers for counting in their everyday play as they work out how many currant buns are left over during a small-group singing activity. However, there are limited opportunities for children to develop their knowledge in the use of technology. For example, they are not able to access information from computers or learn how to make toys work by pressing parts or lifting flaps. Staff are exceptionally supportive to parents. They offer a variety of times to share children's progress and suggest ideas to support learning opportunities at home. As a result, children are well prepared for the next stage in their learning or the move to school.

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

Staff understand and meet children's individual needs through flexible settling-in periods. The effective key-person system helps staff to form strong relationships with children and their families. Children are capable and confident and learn to manage their own personal needs. They competently take off their coats and identify their own coat peg to hang them on. Children make independent choices from a range of equipment available in low-level storage units. Children can opt to play in the outdoor area throughout the session, which promotes their physical well-being. Staff sensitively support children's understanding of their own safety, such as wearing helmets on bikes. All children are learning how to behave and respect others through sensitive reminders provided by staff. Children are provided with healthy snacks and staff encourage parents to send nutritious meals in their children's lunchboxes. This helps children to adopt a healthy lifestyle.

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

The dedicated management team is efficient and well organised and understands its responsibilities. Staff are well qualified and continually seek additional training to boost their knowledge and skills. This has a positive impact on the quality of education and care provided. A robust recruitment procedure has been implemented. This, together with a detailed induction system, ensures the suitability of staff. Staff meetings are organised on a regular basis to enable staff to be included in decisions. Required policies, procedures and risk assessments help with the safe and smooth management of the provision. However, the manager does not analyse the progress made by different groups of children. This means that, on occasions, some children are not provided with sufficient challenge to extend their learning even further.

Setting details

Unique reference number	EY361299
Local authority	Peterborough
Inspection number	863683
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	97
Name of provider	Pre-School Learning Alliance
Date of previous inspection	17 September 2008
Telephone number	01733 332 494

Eyrescroft Pre-School and Out of School Club was registered in 1992. The pre-school employs 15 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The out-of-school club opens from 3pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

