

Applepips Pre-School

Offord Primary School, Millers Close, Offord D'Arcy, ST. NEOTS, Cambridgeshire,
PE19 5SB



Inspection date	21 October 2015
Previous inspection date	20 January 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection managers and staff have brought about significant improvements to the setting. Actions and recommendations have been comprehensively met.
- The quality of teaching is consistently good, and sometimes outstanding. Staff are playful with the children and join in with their activities. This helps to motivate children and they thoroughly enjoy their learning experiences.
- Staff have developed close links with the host school to support older children's ongoing care and learning needs. They work closely with teachers to support younger children in preparing to enter Reception.
- Staff attend regular child protection training. They and the committee have a secure understanding of their responsibilities to protect children and report any concerns.
- Warm attachments are quickly formed between children and staff in this friendly pre-school. Flexible settling-in arrangements and newly introduced home visits help children to quickly feel secure and happy.

It is not yet outstanding because:

- Overall, there are effective systems in place to ensure risks to children are minimised. One area of the garden was not thoroughly checked on the day of the inspection to remove all health and hygiene risks. However, this was promptly rectified prior to children having access.
- The management team do not, as yet, frequently seek the views of parents when evaluating the service they provide to help them identify strengths and weaknesses.

What the setting needs to do to improve further

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

- strengthen procedures for checking outdoor areas throughout the day so that children have opportunities to always play in a safe and healthy environment
- increase opportunities for parents to contribute to the evaluation of the pre-school provision.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed the children and their interactions with staff during their activities indoors and outdoors. She spoke to staff about how they plan for children's progress.
- The inspector looked at the premises and the resources available to children.
- A range of documentation was looked at, including staff suitability and training, some policies and procedures and children's records. The pre-school's self-evaluation and the improvement plan were discussed.
- The inspector discussed safeguarding arrangements and safeguarding training with staff and the provider.
- Discussions were held with a number of parents and their views and comments were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection staff, managers and the committee have worked hard to overcome weaknesses. They strive to provide children with a stimulating learning environment. Effective arrangements to support and monitor staff have helped all members of the team develop their teaching skills. Almost all staff are qualified and ongoing professional development is firmly backed by the management committee. This enables staff to choose courses they enjoy, as well as providing for the needs of the group. Management and staff continue to develop an effective self-evaluation process. Safeguarding arrangements are effective. Recruitment and induction procedures for new staff are thorough to help ensure they all understand their responsibilities well.

Quality of teaching, learning and assessment is good

Staff use information gained from observations and assessments well to track children's development and effectively meet their individual learning needs. Children are introduced to new experiences that widen their understanding of the world. They help to carve out pumpkins for Halloween and use their hands to scoop out the seeds and flesh. Staff encourage children to talk about how the inside of the pumpkin feels, helping them to expand their language skills. Parents are kept well-informed about their children's progress and are effectively involved in their children's learning. Staff provide parents with ideas to support children's learning at home, such as favourite songs and stories. Children have good opportunities to learn about their differences and similarities. They welcome visitors from their local community and compare each other's cultures, families and personal characteristics.

Personal development, behaviour and welfare are good

Staff have a very good knowledge of children's needs, helping them to support children's well-being. Children learn to behave well. Younger children play sharing games to support their understanding of taking turns. Older children have their own 'golden rules' to follow. Staff make effective use of everyday routines to develop children's independence. Children help themselves to the well-organised toys and play equipment and tidy away after snack. Staff provide good opportunities for children to take risks as, for example, they explore the orchard or go pond dipping. Children help staff to check the safety of the play areas and learn about safe practices, such as sweeping up spilled food.

Outcomes for children are good

Children are supported well and gain the key skills they need for the next steps in their learning. Additional funding is well used to extend children's learning experiences. Careful monitoring of children's development helps to ensure that all children make at least good progress, including children with disabilities and those who have special educational needs.

Setting details

Unique reference number	221912
Local authority	Cambridgeshire
Inspection number	1004462
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	19
Number of children on roll	48
Name of provider	Applepips Pre-School Committee
Date of previous inspection	20 January 2015
Telephone number	01480 810488

Applepips Pre-School was registered in 1998. The pre-school is open Monday to Thursday during term time only. Sessions run from 8.55am until 2.55pm. The out-of-school club is open Monday to Friday and runs from 7.45am until 8.50am and from 3pm until 6pm. The pre-school receives early education funding for three- and four-year-old children. There are currently seven members of staff working directly with the children, of these, five have an appropriate early years qualification at level 3. One member of staff holds a qualification at level 2 and is working towards level 3.

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