

Arbury Pre-School

38 Carlton Way, Cambridge, CB4 2DE



Inspection date	24 November 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- Monitoring of staff practice is not sufficiently robust to ensure all staff fully understand their roles and responsibilities.
- Some observations and assessments are not refined enough to precisely plan next steps in children's learning.

It has the following strengths

- Partnerships with parents are strong. Information sharing is embedded in practice and this helps parents support children's learning at home. Parents say their children have gained in confidence since starting pre-school. In addition, their language skills have improved and parents say children are now very chatty.
- The standard of teaching is good. Staff play alongside children and know when to intervene and when to allow children to explore and investigate on their own. For example, children pretend to be doctors and discover how to apply bandages and use toy stethoscopes for themselves.
- Staff provide a stimulating environment where children enjoy the freedom of playing indoors or outdoors. They are well-supported in learning how to protect themselves as they take small risks, such as climbing up the play equipment.
- Children play well together. They know the daily routines, such as the self-registration procedure and generally feel secure in the pre-school. Over time, children make good progress from their starting points.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve monitoring of staff to ensure they have a consistent understanding of their responsibilities from the start.	11/12/2017

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

- make the most of observations and assessments to plan even more precisely for children's next steps in learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection.
- The inspector completed a joint observation with the pre-school's acting manager.
- The inspector held a meeting with the pre-school's acting manager and senior managers for the organisation. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jacqueline Baker

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a secure knowledge of child protection procedures and how to identify children at risk of harm. They are especially vigilant to the security of the pre-school as children arrive and leave. Robust recruitment procedures are in place and staff's ongoing suitability is regularly checked. Self-evaluation is undertaken and action plans are in place to drive continuous improvement and ensure good outcomes for children. Staff have opportunities to undertake further training and have supervisory meetings with managers. However, the monitoring of new members of staff is not robust enough. Occasionally, staff do not have a clear enough understanding of their roles and responsibilities.

Quality of teaching, learning and assessment is good

Children enjoy their time at pre-school. From the moment they arrive, children are keen to find their favourite activity and explore the stimulating environment. Children are imaginative and become engrossed in their make-believe worlds. They pretend to tuck baby dolls into cots and are well supported by staff who introduce lullabies and help sing the babies to sleep. Children learn to count as they play in the mud kitchen. Staff help them to count the number of cakes they have made and discuss how many more they need to serve their friends. Children take great delight in looking at photographs of their past experiences at pre-school. They explain what they were doing, recognise friends and compare differences. For example, children recognise that in the photograph they were wearing boots and today they are wearing trainers.

Personal development, behaviour and welfare are good

Staff have a secure understanding of children's care needs. They coordinate with parents effectively with regards settling in and aspects, such as potty training. Staff act as good role models and help children develop good manners. For example, children learn to say 'pardon me' when necessary during snack times. Children learn to tidy away their playthings and independently carry out tasks, such as washing-up cups and bowls when they finish eating.

Outcomes for children are good

Children develop the skills they need for the next stage in their learning. They learn to be independent and are motivated learners. They are keen to make marks using a variety of materials, such as chalk and sand. Additional funding is well-targeted to help children make good progress. Staff support children who speak English as an additional language well. Children have great fun listening to staff pronouncing words in their home languages and are themselves, developing their abilities to speak English confidently.

Setting details

Unique reference number	EY492981
Local authority	Cambridgeshire
Inspection number	1027407
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	37
Number of children on roll	39
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	Not applicable
Telephone number	01223 355715

Arbury Pre-School registered in 2015. It is run by the Pre-school Learning Alliance. The pre-school employs six members of childcare staff. All hold appropriate early years qualifications at level 2 or level 3. The pre-school operates Monday to Friday during term time. Sessions are from 9am until 3pm. 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.

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