

# Caythorpe Pre-School

High Street, Caythorpe, GRANTHAM, Lincolnshire, NG32 3DR



<b>Inspection date</b>	21 March 2018
Previous inspection date	11 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has failed to inform Ofsted of all committee members to ensure that their suitability can be checked.
- Staff do not always plan as effectively as possible, to help children to be consistently challenged to make the best possible progress in their learning.

### It has the following strengths

- The manager works well with the host school. Staff take children to play with the school children outdoors. Children attend special events in the school. This helps them to become familiar with the environment.
- The manager and staff work well in partnership with other professionals. This is particularly effective for children who have special educational needs and/or disabilities.
- The manager supports her staff through supervisory and appraisal meetings. Team meetings help staff to reflect on training. This helps them to support children's communication and language skills well.
- Staff observe and monitor children's learning and use this to identify what children need to learn next. Children make good progress from their starting points in learning.
- Staff work well together as a team. They find out about children's individual needs from parents when children first start and use this information to plan for children's learning from the start of their placement. Children demonstrate that they are emotionally secure.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ ensure that Ofsted are provided with the necessary information about committee members to enable Ofsted to check their suitability in a timely manner.	04/04/2018

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

- plan and provide activities that constantly build on children's next steps in learning and challenge them to make the best possible progress.

### 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 staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held discussions with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider has failed to inform Ofsted of new committee members in a timely manner. This means that they have not had their suitability checked. However, these committee members have Disclosure and Barring Service checks in place and do not work with children. This means that children's safety is not compromised. Therefore, safeguarding is effective. The manager and staff know the signs that may suggest a child is at significant risk of harm. The manager closely monitors the progress made by individual children and supports staff in maintaining children's good levels of learning. She gathers the views of parents to identify changes to the pre-school. Improvements in the garden, such as stepping stones, enable children to develop further their physical skills.

### Quality of teaching, learning and assessment is good

Staff encourage children to extend their social skills and to ask other children for objects they would like. Children play with toy eggs of different sizes and colours. Children demonstrate good listening skills when staff ask them to find a blue egg. Staff introduce mathematical language when they ask children to find big and small eggs. Outdoors, children search for egg shapes and count how many they have found. This helps children to extend their mathematical skills. Staff provide activities to enable children to recall from memory. They show children a number of objects and then hide them under a cloth. Staff remove one before showing children the remaining objects. They ask children to remember the object that is missing. Children are keen to guess and confident to talk about what they think is missing.

### Personal development, behaviour and welfare require improvement

Children's welfare is not assured because members on the management committee have not had their suitability checked by Ofsted. That said, staff support children well when they first arrive. They greet parents and children warmly. Staff distract children who become upset when parents leave. This is effective in helping them to settle quickly and to feel emotionally secure. Staff use effective strategies to help children to know changes in the daily routine. This helps children to know what is expected of them and they behave well. Staff offer children healthy snacks and drinks. They provide opportunities for children to learn about how food grows at an allotment. Staff promote children's safety when walking in the street. They ask older children to hold on to a 'walking rope' and hold the hands of younger children. Staff talk to children about road safety to help them learn about how to keep themselves safe.

### Outcomes for children are good

Children demonstrate their independence when they pour their own drinks and access toys to support their interests. They are motivated to learn and enjoy trying new experiences. Children use rolling pins to roll out dough, developing the muscles in their hands. Outdoors children use binoculars to look for birds. They look through books that show different birds to help develop their understanding of nature. Children make good progress in their learning and develop key skills in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY411679
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1105129
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Caythorpe Pre-School
<b>Registered person unique reference number</b>	RP517299
<b>Date of previous inspection</b>	11 November 2014
<b>Telephone number</b>	01400 272 036

Caythorpe Pre-School registered in 2010. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens during term time. Sessions are from 9am until 3pm, Monday to Thursday and from 9am until midday on Friday. 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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