

# Arbury Pre-School

38 Carlton Way, Cambridge, CB4 2DE



<b>Inspection date</b>	14 June 2018
Previous inspection date	24 November 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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, the provider and managers have evaluated the effectiveness of the pre-school. Staff performance is monitored through supervision meetings and targeted professional development. All staff, including those new to the pre-school, have a good understanding of their roles and responsibilities.
- Staff provide good opportunities for children to learn about other people and communities, and to reflect on their differences. For example, some staff explain why and how they will be celebrating Eid, and children enjoy dressing up in traditional costumes.
- Staff promote children's communication and language skills well. They are aware when children need extra support and work closely with other professionals. Staff plan activities for individual children to help them make more-rapid progress with their speaking and listening skills.
- Parents speak highly of the staff. They state their children feel safe and secure, and receive good education that prepares them well for starting school.

### It is not yet outstanding because:

- The provider and managers do not routinely seek the views of parents, to act on their ideas as they reflect and evaluate their practice.
- Staff do not consistently provide opportunities for the older children to extend their writing skills and encourage them to give meaning to marks that they make.

## What the setting needs to do to improve further

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

- seek, evaluate and act on the views of parents more often, to enhance the continual development of the pre-school even further
- enhance the opportunities available for older children to develop their early writing skills.

### Inspection activities

- The inspector observed the staff's teaching and their interactions with children indoors and outdoors.
- The inspector spoke to staff and children, and held a meeting with managers.
- The inspector observed an adult-led activity with the acting manager and held a discussion with her about staff's teaching and children's learning.
- The inspector looked at a sample of paperwork, including staff's qualifications, suitability checks, and safeguarding policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust knowledge and understanding of the signs and symptoms that may indicate concerns about children's welfare. Staff regularly complete safeguarding training and give a high priority to ensuring children are safe, such as by analysing accidents records every month. The provider follows rigorous recruitment procedures to help ensure staff are suitable to work with children. Staff talk about the positive impact training has had on their understanding of how children learn and develop. For example, they have gained more knowledge of the different ways children play and learn. This has helped them to identify more-precise next steps in learning for each child.

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

Staff effectively identify children's starting points in learning when they start to attend the pre-school. The manager and staff successfully track children's ongoing development, and this helps them to close any emerging gaps in their learning. The motivated staff team organises the environment indoors and outside very successfully. Staff provide opportunities for children to make independent choices and initiate their own play. Staff sensitively teach mathematics to children. For example, they help them to follow patterns as they use construction toys, and to count how many pieces they need. Staff teach children how to use technological equipment, such as how to use recording devices. Children also know how to operate walkie-talkies to communicate with their friends.

### Personal development, behaviour and welfare are good

The key-person system is strong and consistent, and settling-in processes are effective in helping children to feel secure quickly. Staff visit children in their homes and this helps them to develop a good understanding of children's needs and interests. Children's behaviour is good. They play cooperatively, take turns and show respect for each other and for adults. Children show high levels of independence and develop good self-care skills. Staff encourage them to complete tasks for themselves, such as at snack times and when using the bathroom. Children have many opportunities to be outdoors. They practise using their good physical skills. For example, they use their arms to pull themselves up a climbing frame and ride around on bicycles.

### Outcomes for children are good

All children make good progress, including those who are in receipt of extra funding. They are developing into independent learners and are well prepared for their next stages of learning, and ultimately for school. Children show good imaginations and creative skills, such as when they make models from boxes. They talk in detail about what they have made, such as space rockets, and are able to name different shapes they have used to make the windows.

## Setting details

<b>Unique reference number</b>	EY492981
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1119511
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	24 November 2017
<b>Telephone number</b>	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 of whom hold appropriate early years qualifications at level 2 and above. 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.

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