

Fulbourn Pre-School

C/o Fulbourn Primary School, School Lane, Cambridge CB21 5BH



Inspection date	8 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Staff work with enthusiasm and have formed positive relationships with children. Effective support from leaders and managers has helped new staff to gain a thorough understanding of their responsibility to safeguard children.
- The pre-school has ample, good-quality resources which staff organise creatively to provide children with interesting play opportunities. Routines of the day give children time to make choices and follow their own interests, indoors and outside.
- Staff capably support children's growing independence. They encourage children to carry out small tasks for themselves, such as washing up their plates and cups after snack. Children develop confidence in managing their self-care, which helps to prepare them for school.
- Staff support children's mathematical development well. They skilfully encourage children to use numbers in their play, count out loud and compare colours, shapes and sizes.

It is not yet outstanding because:

- Although the new manager has implemented supervision meetings for staff she has not fully focused on staff's teaching practice to support them to raise the outcomes for children to the highest level.
- Staff are not always alert to opportunities to join in children's play sensitively and appropriately, to enhance their learning and enjoyment.
- The new management team has not embedded the monitoring and tracking of children's development to help them more swiftly identify and address any gaps in learning.

What the setting needs to do to improve further

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

- build on supervision arrangements to focus more precisely on coaching, mentoring and professional development for staff and help them to continually raise their teaching skills
- make the most of opportunities to enhance and extend children's learning, particularly when they are engaged in self-initiated activities
- embed the monitoring and tracking of children's progress to more swiftly identify and address any gaps in children's learning.

Inspection activities

- The inspector observed children's activities and their interactions with staff to assess the impact teaching has on children's learning. She spoke with children and staff during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector had meetings with the manager and two members of the senior management team. Relevant documents were checked, including evidence of staff qualifications and suitability, some policies and procedures and children's records.
- The inspector took account of the views of parents through written comments and testimonials, as well as discussion with managers and staff.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers and staff attend safeguarding training. They understand the procedures to follow if they have concerns about a child's welfare. Staff carry out daily checks of the premises and activities are thoroughly risk assessed. Notices remind parents and visitors about the safe use of mobile phones and cameras. After a period of change the new manager has begun to identify areas for development. Some aspects of staff support and monitoring of the provision have not been thoroughly implemented. Nonetheless, the quality of teaching is consistently good. New and existing staff have swiftly formed a strong team that is committed to providing improved outcomes for children. Staff share children's assessments with other settings where they attend to help maintain continuity of children's care and learning.

Quality of teaching, learning and assessment is good

Experienced and qualified staff understand how to promote children's enthusiasm for learning. They skilfully use imaginative resources to engage children's interest. For example, they use x-ray images to teach children about the parts of their body. Children excitedly identify the bones of their arms or legs and decide which image represents them. Staff encourage children to explore the form and texture of pumpkins. They provide a rich commentary of words and encourage children to express their ideas and feelings as they dig around in the pumpkin flesh with spoons. Children enjoy playing together. For example, groups of children role play teatime using real fruit and vegetables. Staff routinely observe children to assess their development and plan for their future learning.

Personal development, behaviour and welfare are good

Children settle quickly in this friendly pre-school. Staff get to know them and their families, which helps them to build strong bonds. They offer home visits when children first start and gather detailed information from parents about children's needs and interests. Parents have regular updates on their children's development and are encouraged to support children's learning at home. Children enjoy developing their physical skills. They take part in active songs and games and spend time using wheeled toys in the garden. Staff encourage children to eat healthily. They offer a varied range of fruit and vegetables during snack time and talk to children about the benefits of wholesome foods. Children follow safety rules well and take extra care when using knives to cut up the pumpkins.

Outcomes for children are good

Children become self-motivated learners. They take part in activities with enthusiasm. Children form good relationships with each other and behave well. They delight in undertaking practical tasks, such as stirring flour and water to make dough. Older children recognise their written names and begin to practise writing for themselves. Younger children enjoy making marks with paints, chalks and crayons. Children, including those receiving additional funding, make good progress from their starting points and gain the key skills they need for school.

Setting details

Unique reference number	EY536423
Local authority	Cambridgeshire
Inspection number	10076814
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	38
Number of children on roll	25
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	Not applicable
Telephone number	01954231751

Fulbourn Pre-School registered in 2016. The pre-school employs seven members of childcare staff including the manager. Of these, six hold relevant qualifications at level 3. The pre-school opens each weekday during school term times. Session times are 9am to 3pm. The pre-school provides funded early education places for two-, three- and four-year-old children.

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