

Saplings Pre School Playgroup

Beechwood Avenue, Bottisham, CAMBRIDGE CB25 9BE



Inspection date	22 May 2019
Previous inspection date	18 January 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- Children develop good relationships with staff, who are kind and caring and support their emotional well-being effectively. Children are happy, confident and enjoy spending time at the pre-school. Outcomes for children are good.
- Staff foster children's independence extremely well. They have high expectations of all children's ability to be independent learners. For example, staff support the very youngest children to prepare the table ready for snack and to cut pieces of fruit safely.
- Staff have developed effective two-way partnerships with parents. They provide parents with regular information about their children's progress and guide them in extending learning at home. Parents are complimentary about the pre-school. They speak positively about how well staff meet the needs and interests of their children.
- Staff have created an interesting and stimulating outdoor space. Children are inquisitive and enjoy exploring the natural environment. They demonstrate high levels of involvement and sustained interest in a range of activities, such as building sandcastles and making muddy puddles to jump in.
- The manager and staff are passionate about delivering the highest quality provision for children and their families. They identify areas to develop further effectively. They successfully implement changes to achieve goals in improvement plans and to continue raising standards.
- Staff have not achieved highly effective partnerships with providers of some other settings that children attend, to provide excellent continuity of learning.
- The arrangements for the performance management are not strong enough to clearly identify how staff can raise the quality of their practice to the highest level.

What the setting needs to do to improve further

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

- extend the partnership working with other settings that children attend to support continuity and consistency in children's learning and promote higher levels of progress
- build on the good systems introduced for staff supervision and support to further develop staff's skills that enrich practice and improve outcomes for children.

Inspection activities

- The inspector spoke with parents and took account of their views.
- The inspector observed the quality of teaching and considered the impact this has on outcomes for children.
- The inspector sampled a range of documentation, including evidence of the suitability of staff working at the pre-school.
- The inspector conducted a tour of the premises.
- The inspector spoke with staff and children.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of leadership and management is good

The pre-school committee, manager and staff team have worked tirelessly following the previous inspection to address the actions raised. They demonstrate a good knowledge of the statutory requirements. For example, they are aware of their duty to notify Ofsted of any changes to the pre-school committee. Safeguarding is effective. The manager has completed training as the designated safeguarding officer. Staff are well trained in the procedures to safeguard children. They know the possible signs and symptoms to be aware of that could raise concerns about a child's welfare. Staff implement effective risk assessments. They teach children how to manage their own risks. For example, staff support children to lift and carry equipment carefully and safely.

Quality of teaching, learning and assessment is good

Staff demonstrate a confident understanding of how children learn and develop. They provide stimulating environments, giving children plenty of choice in their play. Staff provide a good balance of adult-led activities and child-initiated play to help children actively learn and freely explore and investigate. Staff get down to the children's level and join in their play experiences. They talk to children and ask questions. This is one of the many ways that they build on children's vocabulary and support their communication skills. Staff regularly observe and monitor children's progress. They have a good knowledge of their key children and are confident to talk about their development. Staff share information with parents to keep them well informed about what their children are learning.

Personal development, behaviour and welfare are good

Children thrive in the calm and welcoming environment. The key-person system is effective. Staff take time to get to know children and their families. Their calm approach ensures that children feel highly valued and their emotional well-being is well supported. Children have very good opportunities to learn about the importance of healthy lifestyles. For example, staff talk to them about healthy foods during snack times. Children enjoy fresh air and exercise as they go outside on a regular basis. This helps to promote their physical health and well-being effectively.

Outcomes for children are good

All children make good progress. They learn how to make friendships and show an awareness of their own needs and those of others. Children become confident and sociable learners. They develop their mathematical skills well. Staff encourage them to count as they play and to recognise numbers in their environment. Children develop the key skills needed to be ready for the next stage in their learning, such as moving on to school.

Setting details

Unique reference number	221814
Local authority	Cambridgeshire
Inspection number	10093542
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	16
Number of children on roll	18
Name of registered person	Saplings Pre School Playgroup Association Committee
Registered person unique reference number	RP517168
Date of previous inspection	18 January 2019
Telephone number	01223 813226

Saplings Pre School Playgroup registered in 1992 and is run by a committee of volunteers. The pre-school is open from 9am to 1pm during school term time. It provides funded early education for two- and three-year-old children. Two members of staff work with the children, both of whom hold an appropriate early years qualification at level 3.

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