

# Eyrescroft Pre-School and Out of School Club

c/o Eyrescroft School, Eyrescroft, Bretton, Peterborough PE3 8EZ



<b>Inspection date</b>	11 June 2019
Previous inspection date	19 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff work well in partnership with parents and other professionals. They establish an effective two-way flow of information that helps to provide children with continuity in their care and learning. This significantly contributes to the good progress children make.
- The manager and her team are enthusiastic in their roles and committed to providing children with good-quality care and meaningful learning experiences.
- Staff prioritise children's safety and well-being at all times, sharing with parents a good range of documentation that promotes children's health, safety and welfare. Staff teach children how to identify potential hazards and how to keep themselves and their friends safe.
- Children thoroughly enjoy themselves. They are confident and engage well in the wide range of stimulating and fun activities that staff provide. Children develop strong bonds with staff and demonstrate that they feel safe and secure in their care.
- The manager reviews the progress made by children individually and for the different groups of children that attend. However, this information is not yet used effectively to raise outcomes to the highest level for all children.
- Staff are not consistently highly focused on extending and developing children's understanding and awareness of mathematical ideas relating to capacity and measure.

## What the setting needs to do to improve further

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

- make better use of the information gained from reviewing the progress made by the different groups of children that attend, to enhance the good teaching further and raise outcomes for all children
- broaden opportunities to extend children's interest and understanding in the mathematical ideas relating to capacity and measure.

### 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 a meeting with the pre-school manager. 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**  
Gail Warnes

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff attend regular training and receive updates about safeguarding issues. Staff confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. The manager implements detailed recruitment and induction procedures to help ensure the suitability of adults working with children. She provides staff with regular supervision meetings to help develop their knowledge and skills. Staff are enthusiastic to share knowledge they gain from training. For instance, they work closely to develop outdoor learning opportunities confidently using knowledge gained from their qualifications in forest schools training. The manager gathers the views of staff and parents to help her identify strengths and areas to improve. Parents are very positive about the staff and the pre-school. They state that they receive plenty of information about their child's day and what they need to do next in their learning.

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

Staff observe children as they play and plan a good range of activities to support children's individual next steps in learning. They sensitively join in with children's play. Staff talk to children, narrating their actions and introducing new words that help to develop their vocabularies. Children listen to staff and follow simple instructions. Staff provide children with good opportunities to develop their literacy skills. Children join in with songs and rhymes and anticipate words and phrases to familiar stories. They select their name to indicate when they have eaten snack. Staff display children's artwork and emergent writing in the pre-school. Children accurately count the number of children present at registration.

### Personal development, behaviour and welfare are good

Children have tremendous fun as they explore and jump in puddles that have formed during heavy rainfall. Additional funds that children receive are used purposefully to enhance and broaden their experiences. Children use waterproof clothing so that they may play outside regardless of the weather conditions. Staff act as good role models for children. They give children clear and consistent reminders and explanations to help them understand behaviour expectations. Children behave well and are courteous towards each other. Children enjoy doing things for themselves, such as serving their snack and washing up their bowl and cup when they have finished.

### Outcomes for children are good

All children make good progress given their starting points and capabilities, including those special educational needs and/or disabilities. Children develop very good independence from an early age. They understand the importance of washing their hands before they eat and after playing outside. Children learn to share and take turns, building friendships as they negotiate and play. They gain the key skills to support the next stage in their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY361299
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10106682
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	19 May 2015
<b>Telephone number</b>	01733 332 494

Eyrescroft Pre-School and Out of School Club registered in 2007. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 11.45am until 2.45pm, with the option to stay all day. After-school sessions are from 3pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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