

# Duxford Preschool

Duxford C Of E Community Primary School, St Johns Street, Cambridge, CB22 4RA



## Inspection date

14 May 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Leaders and managers display a strong commitment to the continued development of the pre-school. They evaluate the progress children make. They seek and act on parents' views. This ensures they continue to meet the needs of all children who attend.
- The manager identifies training opportunities to help staff to develop their practice. Staff use ideas from training to provide focused learning experiences for children, such as to help them to develop their language skills and to learn about healthy eating.
- Staff work in partnership with parents to complete important assessments of children's progress. Parents contribute to assessments made on entry. This helps staff to identify children's starting points in learning and plan precisely for their continued development.
- Children enjoy their time at the pre-school and show that they feel safe and secure. They behave well. Children know the rules that they must follow. Staff help children to use different strategies to manage challenging situations, such as when sharing toys.
- Children build secure attachments with staff and enjoy playing alongside them. Children build good friendships with their peers and play cooperatively together.

### It is not yet outstanding because:

- Sometimes, staff do not successfully use routines as high-quality learning opportunities. Some children lose focus and attention as they wait for extended periods to join in.
- Staff do not make the most of enhancing children's imaginative play to inspire them to extend their ideas further.

## What the setting needs to do to improve further

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

- review the planning and organisation of routines so that all children consistently experience high-quality learning opportunities
- build on children's strong imagination during spontaneous play to promote their high levels of sustained engagement in activities.

### 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 nursery 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

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to identify signs that a child may be at risk of harm. They know how to report their concerns. The manager follows robust procedures and deals with any concerns quickly and decisively. She ensures that only those suitable to work with children do so. She checks on staff's continued suitability and ensures that they keep their safeguarding knowledge up to date. The manager monitors staff performance effectively. Staff have regular opportunities to discuss their practice and to share their ideas for how to develop provision further. The manager strives to build strong partnerships with parents. She implements a wide range of strategies to secure parents' involvement in the pre-school and in children's learning.

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

Children show a strong interest in developing their literacy skills. They frequently access books from the wide range available to them. They are eager to engage in stories when staff read to them and demonstrate good listening skills. Children independently access writing materials to support their early writing skills. Younger children enjoy filling and pouring water from different containers to develop their physical skills. Staff encourage children to use technology. They explain to children how to use photographic equipment to record their achievements. Children listen and follow staffs' instructions. Staff commentate on what children do and introduce new vocabulary for them to hear. Children go on to use the vocabulary in context as they play.

### Personal development, behaviour and welfare are good

Staff focus strongly on helping children to adopt healthy lifestyles. They promote healthy eating and teach children how to make healthy choices. Staff make good use of the allotment to teach children where healthy food comes from. Children participate in cooking activities and take recipes home to continue their learning. Children have daily access to physical play opportunities. Staff closely supervise children outdoors and encourage them to take small risks, such as when they access large play equipment. Children are encouraged to be independent and take on responsibility. They carry equipment to the allotment and source their own chairs when they sit for lunch. They clear away their plates afterwards. Children confidently move around the setting and select what they want to do.

### Outcomes for children are good

Children make good progress from their starting points. The manager uses additional funding effectively to address any gaps in children's learning, such as some children's language development. The strong focus on children's social and emotional development helps them to develop good social skills and behaviours. They listen and respond to staff, and are kind to their friends. Children develop important skills to help them to successfully progress to the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY500863
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1055121
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Duxford Preschool CIO
<b>Registered person unique reference number</b>	RP906493
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01223 830459

Duxford Preschool registered in 2016. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one with early years professional status, one with early years teacher status and one apprentice who holds an appropriate qualification at level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 3pm. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

