

# Cottontails Pre-School

Cambridge Road, Girton, Cambridge, Cambridgeshire, CB3 0PN



## Inspection date

14 May 2018

Previous inspection date

29 January 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 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

- Children form warm and secure bonds with their key person and all members of staff, who know their needs and interests very well. They thoroughly enjoy their key person's sensitive interaction in their play and are eager to sit next to them during group activities.
- The well-qualified staff team plans a rich range of learning experiences. For instance, children enjoy regular forest school sessions in all weathers. They develop a deep understanding of the natural world and learn to assess their own risks as they use real tools and climb trees.
- Staff form strong partnerships with parents. They keep them fully informed of children's good progress. Parents describe staff as 'friendly' and 'professional'. Information evenings for parents provide ideas to help support their children's learning at home.
- The manager, committee members and staff are reflective and regularly evaluate the provision they offer. Their commitment helps them to drive forward identified areas for improvement.

### It is not yet outstanding because:

- Staff do not share precise information about children's ongoing achievements with staff from other settings that children attend to fully support continuity in their learning.
- Staff do not fully support children who speak English as an additional language to use their home language and enhance their speaking skills.

## What the setting needs to do to improve further

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

- enhance partnerships with staff from other settings that children attend
- strengthen opportunities for children to develop and use their home language in the pre-school.

### 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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school and committee members.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff demonstrate a good understanding of how to identify any children who may be at risk of harm. They know the action to take if they have concerns about a child's welfare. The manager holds individual supervisory meetings with staff to discuss their performance. They receive good training opportunities to consistently update their skills. This helps children to benefit positively from newly introduced methods of practice, such as activities to promote their confidence to speak out in small groups. The manager thoroughly monitors children's progress, including specific groups of children. Staff work in close partnership with other professionals to effectively support and help children who have special educational needs and/or disabilities to make good progress.

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

Staff provide a stimulating environment, indoors and outdoors. This motivates children to consistently engage in meaningful play for long periods. Group time is a positive experience for all children. Staff introduce children to the significance of National Children's Day. Staff enthusiastically encourage children to explore and experiment. Children mix soil and different amounts of water together. They discover how the consistency changes and use their vivid imaginations to pretend to make 'flower cakes' from their mixture. Children's attention is immediately captured by staff's use of anticipation and intonation in their voices as they read them their favourite stories.

### Personal development, behaviour and welfare are good

Children demonstrate that they feel very happy in this welcoming pre-school. They behave well and demonstrate friendly relationships towards each other. Children are independent individuals. They carry out age-appropriate responsibilities, such as washing up their plate and cup after eating their healthy snack. Staff ensure that children are well prepared for their move on to school. Strong links with the schools that children move on to are in place and specific activities support children to explore their feelings about moving on to school. Children develop good physical skills. They stretch and move their body into different positions and learn to cycle forwards and backwards.

### Outcomes for children are good

Children develop good mathematical skills. They count, use mathematical language in their play and sort balls of dough according to their size. Children confidently operate technological toys. They press the correct buttons to make them move in a specific direction. Children link letters to the sounds that they represent and some children are able to write their own name. All children gain the necessary skills needed to help prepare them for their future learning at school.

## Setting details

<b>Unique reference number</b>	221770
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1090084
<b>Type of provision</b>	Sessional 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>	28
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Cottontails Pre School Committee
<b>Registered person unique reference number</b>	RP911457
<b>Date of previous inspection</b>	29 January 2015
<b>Telephone number</b>	07935 224 607

Cottontails Pre-School registered in 1992 and is managed by a voluntary committee. It employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The pre-school opens from 9am until 3.30pm on Monday, Wednesday and Thursday and from 9am until midday on Tuesday and Friday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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