

Witchford Rackham Pre-School



83 Main Street, Witchford, ELY, Cambridgeshire, CB6 2HQ

Inspection date	13 October 2016
Previous inspection date	26 September 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leadership is highly effective. The manager has successfully implemented changes over the last year to improve practice and children's experiences, such as sensory and messy play opportunities.
- The manager successfully implements rigorous evaluation of the impact of staff practice to continually raise standards. Staff are highly valued and work efficiently together to ensure they provide consistently high standards in children's care and learning experiences.
- The quality of teaching is inspirational. Staff consistently demonstrate high expectations of what children can achieve. They instinctively adapt and reshape activities, following children's emerging interests and making the most of every learning opportunity.
- Staff highly value parents' contributions about their child's experiences at home. Staff work closely with parents to ensure assessments of children's progress and next steps in learning are shared promptly to promote continuity in children's learning at home and at pre-school.
- Assessments of children's progress are accurate and continuous. This means that any gaps are swiftly identified and support is established promptly to ensure children receive the help they need to achieve their very best.
- Children's emotional well-being is highly prioritised. The key-person system is highly effective. Children establish secure attachments with staff. They demonstrate that they feel safe and secure, and are confident to approach all staff.
- Children's behaviour is exceptionally good. They demonstrate high levels of self-control and respect for each other and their environment.

What the setting needs to do to improve further

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

- continue to make the most of professional development opportunities to maintain the high-quality provision.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff fully understand their role to protect children from harm. Leaders ensure that staff receive regular training and updates relating to safeguarding to fulfil their responsibilities. Staff know what to do should they have any concerns regarding a child in their care. Rigorous recruitment procedures ensure only suitable adults work with the children. The manager enthusiastically inspires her qualified team of professionals. Staff effectively implement teaching strategies and ideas they develop from attending training events. They are deeply committed to continuously developing their skills, especially to support children's emerging needs.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is consistently outstanding. Staff know the children exceedingly well and intuitively support them to achieve their next steps in learning. Children are very active and keen to try new things for themselves. They are imaginative as they build houses for dinosaurs. Staff encourage them to think how to join the house walls together. Children animatedly discuss their ideas with staff, often linking them to places they have visited. Children are highly motivated to investigate the weight and buoyancy of different items they find around the pre-school. When water is accidentally spilled, staff make the most of this opportunity to explain and demonstrate absorption as they mop up the water. Children demonstrate extremely good attention and listening skills as they prepare a variety of vegetables with staff to cook soup. They name different vegetables and persevere as they chop the parsnips.

Personal development, behaviour and welfare are outstanding

Staff are extremely strong role models for children. They value children for what they each bring to the pre-school, respecting and valuing their differences and promoting equality at all times. Children are well mannered, confident and sociable. They settle quickly, supported by staff's flexible approach to ensure their individual needs are met. Children learn how to keep themselves safe. When the fire alarm sounds, they know what to do. They remain calm and walk out of the building with staff to the designated assembly point. When younger children play with bubbles outside, staff teach them that if the mixture spills then the ground will become slippery. Children are proud of what they can do. They are beginning to write for themselves and sound out letters in their names.

Outcomes for children are outstanding

Children, including those who have special educational needs or disability, make high rates of progress, given their starting points and capabilities. Children are confident and are eager to do things for themselves. They enjoy each other's company, demonstrating respect for each other and the environment. Children are curious and deeply engaged in their investigations. They are confident talkers and acquire key skills to support their future education.

Setting details

Unique reference number	221733
Local authority	Cambridgeshire
Inspection number	1059448
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	32
Name of registered person	Witchford Rackham Pre-School Committee
Registered person unique reference number	RP901814
Date of previous inspection	26 September 2012
Telephone number	01353 666 782

Witchford Rackham Pre-School opened in 1980 and is committee run. It employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The manager is qualified to level 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. A lunch club operates between 11.45am and 12.30pm. The pre-school provides funded early education for two, three- and four-year-old children.

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