

Inspection of Castor and Ailsworth Preschool

Castor and Ailsworth Preschool Castor Village Hall, Peterborough Road Castor,
PETERBOROUGH PE5 7AX

Inspection date: 23 November 2021

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|--|-------------|

What is it like to attend this early years setting?

The provision is good

Children arrive and separate from their parents or carers confidently. Children show a strong sense of belonging. For example, they independently find their name which shows them where to hang their coat, and put their lunchboxes on the trolley. The children wash their hands on arrival and are very familiar with these new routines since the onset of the COVID-19 pandemic.

Children develop secure friendships with others. They smile warmly to greet their friends when they arrive and chat happily to them during the very social snack and mealtimes. Children readily demonstrate what they know. They talk about the pictures they have created and offer solutions about how to cool down their pretend soup.

Children behave well and have kind regard for their friends and the adults caring for them. Children confidently use number language in their play. For example, they talk about the amount of time they need to park their ride-on bike for and how much this costs. Children enjoy being physically active and create elaborate obstacle courses, making sure there are items to balance on, jump off and climb up. They take turns and show perseverance and determination as they move from one end of the course to the other.

What does the early years setting do well and what does it need to do better?

- Staff develop clear curriculum goals. They show a clear and agreed understanding about what they want children to learn prior to going to school. Staff understand that, in order for children to be the best they can be, they need confidence, independence and a willingness to learn. Activities and experiences planned for the children take account of their individual needs and interests. Children make good progress from their starting points.
- All staff have a very good knowledge of each child, including those with special educational needs and/or disabilities. They offer effective support as children play so that they extend their learning and build upon what children already know. Staff understand when children need to consolidate their learning and when it is appropriate to offer them new knowledge. For example, when they see children demonstrate that they know how to count 10 balls of play dough accurately, they extend this to teach simple addition.
- Staff set up and pack away the indoor and outdoor provision each day. They have carefully considered how to ensure that children have lots of opportunities to develop their knowledge of the natural world and local community. For example, children visit their allotment to grow edible flowers and onions. However, staff have not considered how to offer all children, including those with limited or no speech or those children who are less confident, the

opportunity to self-choose additional resources that are not already out for them.

- Overall, staff support children's early language development well. They focus on developing children's love of books and provide quiet, covered areas for them to read. Staff use singing and signing to include all children in developing their communication and language. They introduce descriptive words, for example, as they pull different items out of a bag and talk about how they feel. However, occasionally, staff reinforce the use of more familiar ways of saying words, such as 'doggie'. This means that young children do not always hear the correct pronunciation of words.
- The manager ensures that additional funding, such as early years pupil premium, is used effectively to promote the well-being and learning of individual children.
- Parents are very complimentary of all the staff. They fully appreciate the efforts of staff to support their child and family. Staff work closely with parents and other professionals to ensure they always offer the best support for each child.
- The manager leads her team of staff very well. The experienced team has predominantly worked together for many years. Together, they share and unite in their passion to provide children and their families with a very good service.
- The professional development of staff is given priority. Staff learn new information about practice and early years initiatives, and bring this knowledge back to put into practice for the benefit of children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of safeguarding and when/how to take action to protect those children that may be at risk of harm, neglect or abuse. This includes if they were to have a concern about a colleague's behaviour towards a child. Those holding extra responsibility for safeguarding have attended appropriate training to keep themselves up to date with all safeguarding matters. Recruitment and induction procedures are robust, which ensure only those suitable to work with children, do so.

What does the setting need to do to improve?

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

- support staff to develop consistency when modelling language, to help young children to hear and use the correct pronunciation of words
- promote all children's ability to make a wider range of choices about their self-chosen play, in particular when resources are stored out of sight.

Setting details

| | |
|--|---|
| Unique reference number | 256756 |
| Local authority | Peterborough |
| Inspection number | 10137474 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 30 |
| Number of children on roll | 26 |
| Name of registered person | Castor & Ailsworth Pre-School Committee |
| Registered person unique reference number | RP517217 |
| Telephone number | 01733 380190 |
| Date of previous inspection | 16 July 2013 |

Information about this early years setting

Castor and Ailsworth Preschool registered in 1980. It operates from the village hall in Castor, near Peterborough. The preschool is open during school term times only. Various sessions are available from 8.30am to 3.30pm on Monday, Tuesday and Friday, and from 8.30am to 1pm on Wednesday and Thursday. The preschool employs nine members of staff. Of these, five staff hold early years qualifications at level 3. Three staff are unqualified. The manager has an early years qualification at level 5. The preschool provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Davies

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed how the curriculum is organised.
- 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 at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector carried out a joint observation with the preschool manager.
- The inspector held a meeting with the preschool manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the preschool.
- A number of parents spoke to the inspector during the inspection and the inspector took account of their views.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021