

Inspection of Little Paxton Pre School

Little Paxton Primary School, Gordon Road, Little Paxton, ST. NEOTS,
Cambridgeshire PE19 6NG

Inspection date: 11 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff create a friendly, welcoming atmosphere for all children. They greet children and families warmly, fostering good relationships and ensuring that children feel safe. Children independently choose resources for their play and request assistance from staff when needed. For example, they observe and listen as staff teach them how to use scissors safely, paying close attention and eventually mastering it on their own.

Staff help children to develop strong early literacy skills. Older children confidently write their names on their artwork. Younger children build their vocabulary as they join in with familiar stories and rhymes. Children are becoming confident communicators. Staff ensure that the pre-school environment is inclusive for all children and provide them with good quality learning experiences. For instance, staff help to promote a love of books as they read to children in a quiet area. Children listen carefully for extended periods. Staff use questioning well to deepen children's understanding of the story and make predictions about what will happen next to support their literacy skills.

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

- The pre-school offers a nurturing space that caters to every child's care and learning needs. Staff know children well and carefully plan activities based on the things they need to learn next. They work with a wide range of other professionals to provide specialised support for all children and their parents. To ensure that children are adequately prepared for school, transition sessions are conducted in collaboration with schools. Parents comment that the pre-school feels like a 'little community'. They describe the ways in which the pre-school has helped with their child's learning at home.
- Staff's engagement and interactions with children are extremely positive and supportive. Staff enthusiastically join children's play, respond to children's requests and answer their questions. This helps children develop positive attitudes towards their learning.
- Parents are invited to the pre-school to share information about their occupations. Recently, they were visited by a parent who is an engineer. These types of visits help to broaden children's experiences.
- Staff know children very well and complete regular assessments to ensure that children are making good progress. Staff use these assessments to inform the planning of activities. Activities are fun and engaging, with clear learning outcomes. However, at times, the activities provided are not well adapted to allow individual children to build on what they already know and can do effectively. This prevents some children from making the best possible progress.
- Leaders and staff are focused on continual improvement. They share an

ambitious vision for the pre-school and are proactive in making changes to the provision. For example, they recently received a visit from the lending library and hosted a zoo at their pre-school. These activities have significantly enriched the children's experiences.

- Staff report high levels of well-being, and they are appreciative of the support they receive from their management team. As a result, staff morale and retention remain high. Leaders provide regular supervision meetings for staff to identify continuous professional development. Staff attend all compulsory training to keep their knowledge and skills up to date. In-house training is also provided. However, it is not always targeted well enough on staff's teaching skills to provide the highest possible standard of teaching across the setting.
- Children learn to become independent and manage their own self-care needs. They learn that they should apply sun cream to protect their skin in the sun. Staff teach children about hygiene routines and about healthy eating. Children form healthy habits and learn skills for life.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 consider how they can further improve children's participation in set-up activities so that all children can engage in learning
- provide more targeted professional development support for staff so that they consistently extend children's learning.

Setting details

Unique reference number	EY388676
Local authority	Cambridgeshire
Inspection number	10394782
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	46
Name of registered person	Little Paxton Pre-School Committee
Registered person unique reference number	RP517186
Telephone number	01480 356039
Date of previous inspection	25 September 2019

Information about this early years setting

Little Paxton Pre School registered in 2009. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.55am to 2.55pm. The pre-school provides funded early education for all eligible children.

Information about this inspection

Inspector
Roswana Bibi

Inspection activities

- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on the children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the pre-school.
- The inspector spoke to the children and staff at appropriate times during the inspection.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the interactions between staff and the children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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.

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