

Inspection of Birchtree Pre-School

Dogsthorpe Methodist Church, Birchtree Avenue, PETERBOROUGH PE1 4HP

Inspection date: 20 May 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

Children demonstrate high levels of engagement and concentration during adult-led activities. They listen well to instructions they are given and focus on the learning taking place. Staff plan exciting learning opportunities for children, based around children's learning, interests, special events and celebrations. This sparks children's interests and curiosity about the world, which supports high levels of engagement throughout their play. On world bee day, children take part in a range of activities that teach them about bumble bees. Children are excited to find out more information about the bees, explore what a hive looks like and learn basic facts about the topic, demonstrating a positive attitude and becoming curious and inquisitive learners.

Staff promote British values throughout their teaching. Children learn to use manners during general conversations and develop a high level of respect for one another. Staff model kind behaviours and interactions for children to reciprocate and this helps children to learn important and respectful social skills. Throughout play, children's behaviour is good. They demonstrate how they wait their turn, share resources and listen to instructions given. Children play in groups together, engaging in small group play and inviting their peers to join their games.

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

- Staff arrange regular outings in the local community to provide children with a range of experiences in their early years. Children often enjoy visits to the local library, extending their love of reading and books. They visit religious buildings in the local town and enjoy sessions with the national literacy trust, expanding their knowledge and understanding about the world in which they live.
- Families are welcomed into the setting for settling-in sessions prior to starting. The management team plans sessions tailored to meet children's needs, with families. For instance, children who struggle to settle are provided with one-to-one support and times more suited to their needs and daily routine. This helps children to settle quickly and successfully at the setting.
- Staff provide children with a range of physical development opportunities throughout their day. Outside children enjoy balancing across beams, building obstacle courses and riding the trikes. To extend this further, staff also provide a range of tools to develop children's fine motor skills. Children demonstrate their excellent use of the pipettes, scissors and tweezers during a range of learning opportunities. Overall, children are physically active during their play, demonstrating their core strength, balance and hand-eye coordination.
- Mathematics is well embedded throughout staff's teaching. Children learn to count and use mathematical language through their play and develop an understanding of different concepts. For example, in the water, children use

different sized containers for filling and exploring measurement. They confidently count the number of insects in the tray and make a beanstalk to measure and compare their own heights.

- Children enjoy exploring the music corner where they experiment with a range of instruments. Staff extend children's listening and speaking skills, providing actions and instructions for children to follow as well as singing a range of nursery rhymes for children to sing and play along to.
- 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.
- The management team has successfully developed strong working partnerships with the local school where they hold ongoing meetings regarding children who are moving into the Reception class. This is particularly beneficial to children with special educational needs and/or disabilities, providing teachers with an in-depth understanding of children's needs.
- Parent partnerships are prioritised by all staff and communication with parents is effective. Staff invite parents to the setting for stay-and-play sessions where they can find out more information about children's learning, and play an active role in children's learning and progress. This promotes consistency and continuity in children's development.

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:

- target training more specifically to raise staff's teaching to the highest possible standard.

Setting details

Unique reference number	EY550154
Local authority	Peterborough
Inspection number	10394703
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	27
Name of registered person	Family Action
Registered person unique reference number	RP517161
Telephone number	01733 893361
Date of previous inspection	20 September 2019

Information about this early years setting

Birchtree Pre-School registered in 2017. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am to 3pm. The setting provides government funded early education for all eligible children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to a small sample of parents during the inspection and 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.

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