

# Downside Children's Pre-School

Inspection report for early years provision

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**Unique reference number** EY271008  
**Inspection date** 20/11/2008  
**Inspector** David Wynford Jones

**Setting address** Chaul End Lane, Luton, Bedfordshire, LU4 8EZ

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Downside Children's Pre-School opened in 2003. It is privately run and operates within the grounds of Downside Infant School. The pre-school serves the local area. There are currently 58 children from three to under five years on roll. Of these, 58 receive funding for nursery education. The pre-school is registered to provide care and out of school care for 40 children from three years to under eight years. The pre-school uses the main play room, two separate classroom areas, and has use of a laundry room, kitchen and music room. There is a secure, outside play area which consists of a covered section, a hard and soft-play area. The setting does not currently provide out of school care. The pre-school is open on weekdays during term-time only from 08.45 to 11.45, and from 12.30 to 15.30. The setting is able to provide support to children with learning disabilities and/or difficulties and children who are learning to speak English as an additional language.

There are seven staff including the manager who work with the children and of these, six hold appropriate early years qualifications to Level 3 or above. One member of staff is working towards Level 3. The pre-school receives advisory support from the local authority. The pre-school is registered under the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is suitable access for children with physical difficulties.

## Overall effectiveness of the early years provision

This is a satisfactory pre-school. Children are well cared for, happy and settled. From a low starting point, children make satisfactory progress towards reaching levels expected by the time they transfer to Downside Nursery. They are encouraged to develop their social skills and to become independent, in so doing, developing an enjoyment for learning. The manager has a realistic view of the setting's strengths and has correctly identified some of the areas for development. Partnerships with parents and the local school are good. Children of all abilities are welcome and included appropriately.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that policies are reviewed regularly
- develop further the systems to show the progress individuals and groups of children are making towards reaching the early learning goals
- ensure that better use is made of open-ended questions to challenge the children's thinking and to develop their ability to communicate effectively
- continue to foster the good links with the nursery, but with a greater focus on promoting curriculum continuity.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a record of the risk assessment is kept which clearly states when it was carried out, by whom, date of the review and any action taken following a review or incident. (Documentation)

17/12/2008

## **The leadership and management of the early years provision**

Leadership and management are satisfactory. All staff are trained to an appropriate level and update their training on a regular basis. Staff are familiar with the special education code of practice and ensure that these children are fully included in the educational programme. Systems to record children's progress are not fully developed and so the leaders are not totally aware of the achievements which individuals and groups make. All relevant policies are in place, but most have not been reviewed recently to ensure they fully meet the most recent requirements. The manager is liaising with the headteacher of the infant school to ensure there is consistency in procedures. This is to provide continuity when the children move to the infant school. Procedures for safeguarding children are satisfactory. Staff are vigilant, especially at the start and end of the sessions. They check each child at the start of the session and make certain that, at the end of the session, the children are handed over safely to the named person. Procedures to settle children into the nursery and relationships between adults and children are good. As a result, the children settle quickly. Risk assessments are undertaken but these are not recorded systematically.

The issues identified at the last inspection have been tackled satisfactorily. The child protection policy now contains the relevant details. Information from assessments are being used more effectively to identify and plan the next steps for learning. Parents are better informed about children's learning. Planning is displayed in the entrance area and parents say that staff are very approachable if they have any queries.

## **The quality and standards of the early years provision**

From a low starting point, children make at least satisfactory progress in all areas of learning. In their personal, social and emotional development, they make good progress. The good adult/child ratio means that the staff know all the children well. Strong relationships are fostered as the children develop their relationships with their key worker. As a result, the children feel settled and quickly grow in self confidence. Most children behave well.

Overall, planning is good. The learning experiences are planned around a fortnightly theme. Each theme is carefully planned in accordance with Early Years Foundation Stage requirements. A strength of the provision is the adaptability of the staff to respond to the events and the interests of the children. Planning ensures there is a reasonable balance between the direct teaching and the opportunities for the children to choose their own activities and develop their

independence. However, at times the opportunities for children to take responsibility for their own learning are restricted by the generous adult/child ratio and occasionally unnecessary interventions. Some adults are aware of the activities the children are expected to undertake but do not all fully understand what they are expected to learn. As a result, they do not consistently provide the appropriate support and guidance. Frequently, closed questions are asked which merely require a 'yes' or 'no' for an answer. These are not followed up with supplementary questions to probe the children's understanding, to challenge their thinking or to extend their skills in speaking and listening. The outside area is used satisfactorily to extend the classroom activities. However, it is not fully exploited to develop the children's learning in all the areas of learning.

Staff look after the children well. Snack times in the music room are well planned to encourage children to develop good eating habits and to engage in conversation. Children know about the importance of washing their hands and can name the different fruit. Overall, the children's knowledge of healthy living is good. Staff ensure children are developing a satisfactory understanding of the importance of playing together and staying safe, notably when they are using the large play equipment in the outdoor area and when handling equipment in the classroom. The children enjoy the range of activities but there are missed opportunities to accelerate their learning especially in their communication, language and literacy skills and in their mathematical development. Nevertheless, the children make sound progress and they are prepared satisfactorily for the next stage in their education.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.