

# Priory Pre-School

Inspection report for early years provision

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**Unique reference number**

EY415146

**Inspection date**

10/11/2010

**Inspector**

Susan Marriott

**Setting address**

Priory Church Hall, Church Street, DUNSTABLE,  
Bedfordshire, LU5 4RP

**Telephone number**

01582 662 506

**Email**

priorypreschool@btinternet.com

**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Priory Pre-School was registered in 2010. It is a privately owned business which operates from the Priory Church Hall premises near the centre of Dunstable, Bedfordshire. The pre-school is registered on the Early Years Register, to provide a maximum of 30 places for children in the early years age group, aged from two to five years. The children have access to outside play areas. The pre-school is open for morning sessions during term time only, from 9.30am until 12.30pm. There are currently 16 children aged from two years to under five years on roll. Of these, three children receive funding for nursery education. Children come from the local area. The pre-school has experience of supporting a number of children with special educational needs and/or disabilities and also children who speak English as an additional language. There are three members of staff of whom, all hold appropriate early years qualifications. The pre-school is affiliated to the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This is a very friendly, welcoming and inclusive setting where the well-qualified and enthusiastic staff team are inspired by the new proprietor who is striving for excellence in every respect. Staff sustain consistently good quality interaction with children to draw learning from play and promote positive attitudes to learning. Children make good progress in their learning and development and have tremendous fun in the process. Most aspects of children's welfare are promoted well, observation and assessment systems are strong and there are good partnerships with parents and carers. Dynamic leadership and honest, realistic self-evaluation secures the pre-school's good capacity for continuous improvement.

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

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

- extend opportunities for children to learn to keep themselves safe, for example, by involving them in fire drills.

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

Staff give children a really warm welcome on arrival at the setting, greeting each one as a valued individual. They introduce any visitors and this helps children to feel safe and secure, knowing who the stranger is and being reassured that their presence is legitimate. Children's welfare is promoted well, as the pre-school has effective safeguarding procedures. Staff attend regular training and review their procedures to ensure that they keep up-to-date with this area of work. Appropriate checks are carried out, to ensure that all staff are suitable to work with children.

Regular risk assessments and daily checks are appropriately recorded and ensure that hazards are minimised. Visitors are robustly checked and monitored, via a record and badge system. Children know what to expect from the daily routines, so feel safe. For example, they wear bright yellow hats when they go out and know that they must hold hands. Good daily practice, such as ongoing explanation from staff, reinforces children's understanding of safety issues. However, opportunities to extend this awareness further, are currently overlooked. For example, children have not practised the fire drill with staff.

The pre-school has a new owner who is extremely proactive in addressing issues which impact upon the quality of provision for children. She has a clear vision for the future, actively involving staff, parents and children in reviewing the daily practice. Staff respond positively to the new dynamic leadership and are increasingly motivated and enthusiastic about their work. This helps create a positive environment, where children feel secure and happy. The good organisation of the space in the indoor play area, means that children are offered a wide range of activities that promote their development and the real commitment to outside time each day, ensures that children benefit from an extended range of opportunities across all six areas of learning.

Staff have a clear understanding of anti-discrimination, enabling them to implement appropriate policies and provide a service which is inclusive for all children and their families. They work with parents and carers to ensure that they understand each child's background and culture and are therefore able to meet their needs and promote children's awareness of individuality. The pre-school has a clear understanding of the benefits of multi-agency working to promote consistent and appropriate care for children. Parents receive thorough information about the setting and their child's progress, for example, through newsletters, daily talks with staff and review meetings with their child's key person. Staff watch and notice each child at play, in order to understand and support their individual well-being and development, enabling each key person and family to work together. Parents speak highly of the new owner of the pre-school. They respect her professional background and say they have noticed a substantial improvement in the quality of provision. They state that their children bring home more varied creative work and talk animatedly about what they have done. For example, following a visit to the nearby church, children told their parents that 'every stained glass window tells a story'.

## **The quality and standards of the early years provision and outcomes for children**

Lots of good ideas are being introduced as this newly established pre-school develops its unique ethos and identity. For example, a puppet called 'Jonti' is used to encourage young children to speak and develop language skills. Makaton sign language has been introduced into the setting and this is used throughout the session to enhance the language and communication skills of all children. This is proving of particular benefit to the younger children and those with English as an additional language. A 'personality quilt' has been assembled from individual

children's creative contributions towards a whole group project.

Staff ensure that children are aware of the range of activities on offer at each session and implore the children to 'have fun'. The indoor environment is set out attractively to reflect the six areas of learning. The 'Choo, choo, choose board' promotes independent choice and encourages children to access all the activities on offer. Musical activities are supported by a 'song sack' and children develop their knowledge of the world around them with the help of 'Travel Ted'. An investigation table, equipped with a special magnifier linked to a display screen, presents children with the opportunity to closely investigate a wide variety of objects such as, leaves, stamps and a piece of wood. The knowledge and skills of staff and students are being utilised to extend children's experiences. For example, a student has been sharing her recent celebration of Diwali.

The pre-school ensures that some time is set aside for outside time each day and good use is made of the proximity to the Priory Gardens and church. The children have befriended a local gardener who shows them his truck and tools and how he plants out the plants from pots. They watch and wave to the older people playing bowls in the nearby park and have conversations with parking attendants and police, learning through first-hand experience about the roles these people play in the local community.

Children make good progress in all areas of learning and are well supported in their achievements, because staff have a thorough understanding of the Early Years Foundation Stage. The manager is implementing her skills in planning and observation, gained from her teaching career. An effective baseline assessment is completed by staff and parents when children join the pre-school so that records demonstrate the level of progress that children make and fully secure their progress. Observations link closely to the Practice Guidance document to inform activity planning. Information gathered is used to identify the next steps in children's learning and targets are shared with parents.

A well organised snack time provides some good opportunities for children and adults to interact in small groups. Staff maximise the learning opportunities for promoting children's independence and discussion about healthy eating. For example, children pour their own drinks and make choices about what foods they will eat. Children's behaviour is managed well by the staff and in a manner appropriate for their stage of development and particular individual needs. Children learn about the relevance of healthy lifestyles and develop skills for the future as they become independent, share ideas and work together. For example, staff encourage children to try to fasten their own coats rather than doing the task for them. Children's self-esteem is promoted as they are offered opportunities to talk about themselves, their families and recent experiences.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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