

Crawley Green & Wenlock Pre-School

Inspection report for early years provision

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Inspector

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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*.

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.

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Description of the setting

Crawley Green and Wenlock Pre-School registered in 2006 and is a committee run provision. It operates from a small modular building in the grounds of Wenlock School in Luton. All children share access to a secure, enclosed outdoor play area. The setting has the use of the infant school's outdoor area and the junior school's playing field. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 22 children may attend the setting at any one time. There are currently 53 children aged from two to under eight years on roll. Of these, 43 children are in the early years age range. The setting receives funding for early education places. Children come from within the local community and from further afield. It is open each weekday from 7.45am to 9am for the breakfast club, from 9am to 12 noon and 12.30pm to 3pm for day care sessions, and 3pm to 5pm for out of school care, during term time. Children attend for a variety of the sessions, and flexible times are offered between 9am and 3pm.

The setting employs seven staff, four of whom hold a National Vocational Qualification (NVQ) at level 3, of whom one has also completed a Foundation degree and is working towards a BA honours. Three members of staff also hold a NVQ at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and develop excellent levels of confidence. They achieve well because staff take into account their individual needs and interests. Staff have established outstanding links with parents and carers and information is shared very effectively with the host schools. The staff have a clear, comprehensive idea of the strengths of the setting and areas for improvement, such as extending opportunities for children to practise calculation during play. There is a good commitment to continuous improvement and staff are well placed to develop the setting in the future.

What steps need to be taken to improve provision further?

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

- develop opportunities for children to explore and investigate their natural environment
- extend opportunities for children to weigh, measure and calculate in activities.

The effectiveness of leadership and management of the early years provision

Staff safeguard and promote children's welfare extremely well because comprehensive policies and procedures are fully implemented. They have an excellent awareness of health, safety and child protection issues. Risk assessments are very thorough and carried out regularly to minimise danger. Fire evacuation procedures are practised to familiarise staff and children with the routine. There are rigorous systems for parents to follow when collecting their children. The setting has robust staff recruitment and vetting procedures in place to make sure all adults having contact with children are suitable to do so. Staff are deployed very effectively to ensure children's safety in the indoor and outdoor environments. Children have access to a good range of resources that are safe and suitable for their age.

The setting is well-led and managed. The manager and staff value the views of parents and children and act on these when identifying areas for improvement. Good progress has been made in addressing the recommendations from the previous inspection. In particular, assessments and observations are regularly carried out by staff and used to inform planning and future activities. There are comprehensive plans in place for future improvements, such as developing the use of the wider outdoor environment. The layout and organisation of the immediate outdoor area has been developed well, however, planning shows that opportunities for children to explore and investigate their wider natural environment are not fully exploited. Staff have an excellent understanding of how to promote equality and diversity and ensure children are fully integrated into activities, such as food tasting events and traditional dancing sessions during African week. Effective use is made of a good range of resources, to meet the needs of children in most areas of learning. Activities are regularly monitored and realistic targets are set for the children.

Partnerships with parents and carers are outstanding and they are kept very well-informed of their children's achievements and progress. Parents say that staff are very welcoming and supportive and their children have fun in a bright, stimulating and caring environment. Key staff meet with parents and carers every term to share children's assessment records and discuss their learning records. They are kept very well-informed of special events and fundraising activities, such as the Christmas Fayre and the Toddle Waddle, through comprehensive newsletters, the parents' notice board and informal discussions. Parents of children who attend the before and after school sessions are very pleased with the care and play activities which their children experience. There are good links with the host schools and the setting benefits from the use of their outdoor environments. Staff liaise regularly with outside agencies and both host schools, to ensure a smooth transition into full-time education.

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

Staff place a strong emphasis on learning through play and children achieve well in a pleasant, orderly environment. Children's interests and ideas are valued and included in the planning and organisation of activities. Children learn about countries and customs around the world, such as India, Poland and Pakistan, and this enriches their experiences. Festivals, such as Diwali, Eid, Christmas and the Chinese New Year give the children an outstanding appreciation of other cultures and customs. Parents from Africa and Poland talk to the children about their lifestyles, dance, dress and food. Children enjoy counting in Polish and learning how to make Polish dumplings. Staff are experienced in caring for children with special educational needs and/or disabilities, and those who speak English as an additional language, and support them well in their learning.

Children behave very well, because staff are excellent role models. They make their expectations very clear and children learn right from wrong through the golden rules, which they helped to compile. Children are very kind, thoughtful and considerate of one another. They share their resources sensibly as they play tabletop games before and after school and help to tidy away their resources. All children are encouraged to be independent and confident in their choice of activity. They cooperate very well as they listen to parents telling stories in other languages, such as Urdu and Polish.

Children make healthy decisions at breakfast time and snack time and relish being active. This helps them to gain an excellent understanding of keeping healthy and safe. They balance very carefully on climbing apparatus and cooperate very well as they play football and parachute games. The children enjoy hopping, dancing and marching to music. They gain an excellent understanding of road safety as they ride their bikes and pedalled vehicles in their outdoor area. Staff promote safety awareness very well and the children are aware of their own and other's safety during activities. They know how to use equipment properly as they prepare their own fruit salads, pancakes and Polish fruit dumplings for snack time. They enjoy growing potatoes, tomatoes, carrots, courgettes and runner beans in their outdoor area and making their own coleslaw. Children also benefit from regular talks on safety from the fire and police services. However, children have fewer experiences to practise their calculation skills in activities, which limits their progress in this area.

Children enjoy an interesting range of indoor and outdoor activities and achieve well. Their creative skills are developed well as they mix colours and paint pictures of daffodils and spring. Children listen well to stories and enjoy mark-making in shaving foam, custard powder and oatmeal. Their communication, language and literacy skills are developed well through their work on sounds and letters. Children are skilful at completing simple programmes on the computer. They enjoy role play in their Chinese restaurant and tasting rice, noodles and prawn crackers. During group times children happily sing songs such, as 'Twinkle, Twinkle, Little Star' and the 'Train' song. They benefit from talks on exotic animals and pets, such as

snakes and bearded dragons, and special events, such as Sports Day. Overall, children are prepared well for their next steps in learning and full-time 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

The overall effectiveness of the early years provision

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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