

# Bedford Road Pre-School

Inspection report for early years provision

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**Unique reference number** EY428097  
**Inspection date** 08/11/2011  
**Inspector** Susan Parker

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**Type of setting** Childcare - Non-Domestic

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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**

Bedford Road Pre-School is a privately run pre-school. It has been opened since 1968 and was taken over by a new owner in 2011. It operates from Willbury Hall, which is a community hall situated within the grounds of St Thomas of Canterbury Church in Letchworth Garden City. The preschool has use of a large hall and a smaller hall which is linked by a hallway, with kitchen and toilet facilities available. An additional small room is also used for a variety of activities.

The provision is registered by Ofsted on the Early Years Register only. A maximum of 42 children in the early years age group may attend at any one time, with none under the age of two years. The preschool supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The preschool is open every weekday morning from 9am to 12 noon. On Mondays, Wednesday and Fridays, a lunch club and afternoon session operates until 2pm. There are nine members of staff including the manager who is also the owner. All staff work with the children and all hold current first aid certificates. Eight staff members hold National Vocational Qualifications at level 3, and one member of staff is embarking on a level 3 qualification.

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

Overall the quality of the provision is good.

Bedford Road Pre-School is an inclusive setting where all children make good progress in their learning and development. Children enjoy a wide range of play opportunities both indoors and outside, which cover all areas of learning well. Most resources are of high quality. Outcomes for children are good and priority is given to ensuring children's safety and well-being. Partnerships with other settings are developing. The owner and manager provides very clear leadership and she is supported by a committed and qualified staff team.

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

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

- promote partnership working with all the other settings that children attend
- check that all toys and resources are suitable for purpose.

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

Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a

concern. The preschool has robust recruitment and vetting procedures in place and effective policies and procedures to monitor children's safety at all times. The promotion of children's welfare is central to the preschool's work. There are good procedures for the administration of medication and the recording of accidents and injuries. All members of staff hold first aid certificates and have received specialist training to meet the medical needs of children attending. All records are well maintained and securely stored, and risk assessments are carried out regularly to monitor the learning environment.

The efficient organisation of the preschool contributes well to the children's welfare and the good progress they make. The play leader and the committed staff team are regularly involved in decision-making and are highly ambitious. Staff morale is high as a result. They have a good knowledge of the needs of children in the early years age group. The preschool is developing self-evaluation procedures as part of an ongoing quality assurance process. Staff are experienced and efficient in identifying any barriers to children's success and use specialist support agencies to overcome them. For example, bi-lingual staff help welcome families for whom English is an additional language. Equality and diversity are promoted successfully and most children access the full range of activities provided. As a result, children are well supported to make good progress.

There is a good partnership with parents and carers and they are well informed about the care and support the preschool provides for their children. They receive good quality information on their children's progress and ways in which they can support their learning at home, such as cooking activities. The staff are very creative in making the areas the children access bright and welcoming. Displays are used well to provide information on children's experiences, the Early Years Foundation Stage framework and the early years inspection service. The pre-school has a good partnership with the local school and some other local settings which the children move on to. Partnership with some local nurseries which offer the Early Years Foundation Stage is not fully established in order to fully promote successful transfer procedures.

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

Regular observations of children's progress are used well to meet individual needs and identify the next steps in their learning. Effective procedures to identify and compare the progress of different groups of children promote good rates of development in all areas. Children are very independent and quickly develop high levels of self-confidence. Staff make very good use of a good selection of vibrant and exciting resources to promote learning and to engage children in decision-making. However, some of the battery operated books are not working and therefore do not interest the children.

The preschool encourages children to have a strong sense of adventure and children move freely between physically challenging activities in each of the halls and outside when weather permits. There are many opportunities for children to

climb, roll, run, jump and dance. For example, they thoroughly enjoy the action rhymes and running in the hall. They clean their hands before eating and fresh drinking water is available. Children enjoy a healthy snack and participate in cooking activities, which develop their understanding of healthy eating. Children feel safe and learn how to handle equipment in practical situations. Children are encouraged to explore the environment safely through play. Boys and girls use the tools on the tools bench and older children use knives to prepare snack, and scissors to create. They have a good understanding of safe and unsafe situations and respond well to clear rules and guidance.

Children's literacy and numeracy skills are promoted well through songs, puzzles and games. Photographic prompts help children who speak English as an additional language understand the preschool routine. Children have many opportunities to practise their early writing and counting skills. Name cards with picture clues enable children to register for themselves and to monitor who has had snack throughout the session. The very good use of labels promotes early reading skills. Adults participate well in children's role play to increase their knowledge and understanding of life. These skills prepare children well for their future learning. Children celebrate a number of religious and cultural festivals and a good range of toys and other resources promote positive images of the diversity of their world. There are well-planned areas for children to relax and pursue quiet activities during their busy days.

Children have good relationships with the staff whose consistent approach to behaviour management enables children to feel secure and to develop their understanding of appropriate behaviour. They show care and concern for each other, sharing resources, listening and taking turns in discussions. Staff act as good role models and encourage children to work together to sort out any issues. Children respond positively and demonstrate a good sense of responsibility for their behaviour. They are confident and therefore are actively involved in their learning, developing positive attitudes to this.

As a result of the good quality of provision, the needs of individual children are met well. Children with special educational needs and/or disabilities and children for whom English is an additional language are very well supported.

## 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	2
The effectiveness with which the setting deploys resources	3
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

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

<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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