

# Linslade Child Care

Inspection report for early years provision

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**Unique reference number** EY236111  
**Inspection date** 10/05/2012  
**Inspector** Deborah Hunt

**Setting address** c/o Linsdale Lower School, Leopold Road, Leighton  
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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*.

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**

Linslade Childcare was registered at its current location in 2002. The pre-school operates from its own building within the grounds of Linslade Lower School which is situated in the market town of Leighton Buzzard. There is access to a secure, enclosed outdoor play area. The pre-school also has shared use of the school facilities. Children attend from the local and surrounding areas

A maximum of 40 children from two years to under eight years may attend the pre-school at any one time. It is open each weekday from 8am to 6pm throughout the year, closing for two weeks at Christmas and for two weeks during the summer holiday. The pre-school offers a breakfast club, morning pre-school, lunch club, afternoon pre-school, after school club and holiday club. Children attend for a variety of sessions. There are currently 77 children on roll, of whom, 52 are within the early years age range.

The pre-school is registered by Ofsted on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. They are in receipt of funding for early education places. The pre-school supports children with special educational needs and/or disabilities and is able to offer support to children who speak English as an additional language.

The pre-school employs eight members of staff, of whom six work directly with the children. The manager holds a level 3 BTEC Approved Childcare and Education qualification, the deputy and two other staff hold a National Vocational Qualification (NVQ) at level 3, another holds a BTEC National Diploma in Children's Care, Learning and Development and another holds a Diploma in Early Childhood Studies (higher level). One member of the team holds a Cache Diploma level 1 and is studying for a Cache level 2 qualification. The pre-school also employs a cleaner and an administration consultant. They receive support from the local authority.

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

Overall the quality of the provision is satisfactory.

Children are satisfactorily cared for and mostly enjoy their time at the pre-school. Overall, they make satisfactory progress in their learning and development. Inclusive practice supports all children to participate in a range of activities and learning experiences although their independence is not routinely encouraged. Partnership working with parents is good and arrangements exist with other providers and agencies to support children during transitional phases or if they require additional input. Self-evaluation systems are realistic and reflect the managers wish to enhance the quality of care and education provided. A clear action plan prioritises planned improvements and provides the pre-school with the ability to satisfactorily sustain continuous improvement.

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

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

- improve the two way flow of information with parents, this specifically refers to establishing children's starting points on entry to the pre-school
- develop children's independence and self help skills during snack times and when selecting resources
- provide more adult-led and child-led opportunities which enable children to build on their spoken language and mathematical skills in group settings
- maximise opportunities for children to learn about what is right and wrong and encourage their understanding of the boundaries set within the pre-school.

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

Children are protected because staff know the procedure to be followed should there be a child protection concern. They know the local safeguarding children board details and where the procedure is displayed. Safeguarding is also discussed at team meetings. Clear policies and procedures support the running and management of the pre-school. Risk assessments and daily checks are completed. Secure entry arrangements ensure that only those known to staff are admitted into the building. Robust recruitment and vetting procedures are in place. The staff appraisal system enables managers to establish training and development needs. Continuous professional development is considered important and further improves staff knowledge and understanding of effective practice. All required information is gathered for children when they start attending the pre-school together with a few details about what their interests are. However, children's individual starting points are not established on entry which limits their initial progress.

Inclusive practice is satisfactorily promoted. Staff know children and their families well and parents praise the pre-school team. Children with additional needs and/or disabilities are suitably supported. The pre-school team are currently undergoing a period of change which has had an impact on their practice. Managers are aware of this and are seeking to rectify the situation. Most staff work well with the children and some practice is good. The pre-school has bright displays of children's work and is a child friendly environment which helps children feel they belong. Good quality resources are satisfactorily deployed both indoors and out. Furniture is appropriate and storage allows children to access their own resources. However, staff do not always support them to access toys they have chosen, or assist them when necessary. Consequently, this does not promote their growing independence or foster their interest and curiosity.

Partnership working with other settings and agencies provides children with transitional support and additional assistance if needed. Links with the host school ensure that children make a smooth transition when they transfer into the Early Years Unit. Partnerships with parents are good. The pre-school use a number of methods to communicate with parents. For example, they use social media and e-mails, and are in the process of developing a website, in addition to regular

newsletters and daily conversations. Parent's evenings are held termly and enable parents to contribute to their child's learning profile. They speak highly of the pre-school and some travel a distance to use this particular setting. Questionnaire responses and comments from parents confirm that the pre-school offers a valuable service with one parent saying 'the staff team are fantastic'.

Self-evaluation is improving and realistically reflects the current position. A clear action plan has been devised and managers demonstrate a positive attitude and strong commitment to improvement. The pre-school have sought support from their local authority to assist them and this is delivering positive results. For example, planning has been improved and rooms within the pre-school are to be re-organised to display resources under each area of learning.

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

Staff have a satisfactory understanding of the Early Years Foundation Stage framework and most staff put this into practice effectively to help children progress in their learning. Activities are set out for children's arrival and they enjoy free flow play. Staff mostly deploy their time well and provide children with support. Planning is designed around a topic with varying themes and is flexible, allowing staff to follow children's interests. Regular observations are carried out by key workers to help plot children's learning and identify their next steps. These, together with thorough learning profiles, guide staff in helping children to develop.

Children are generally happy and display confidence in their play. They form good relationships with their key workers and seek them out for advice or help. Some staff interact effectively with children promoting their speech and language but there are also missed opportunities to develop vocabulary and children's mathematical thinking. Children develop fine motor skills as they thread pasta onto string to make necklaces and tiaras. They begin to learn about shapes as they roll out the dough to make a circle and cut out stars. Children dress up as characters from books during 'Story Week' and bring in favourite books which staff read to them both individually and as a group. In this way, children develop a love of reading and skills for future learning. They enjoy playing in the castle they have made as part of their St Georges Day topic and serve each other with meals. They become engrossed in their role play, taking turns to carefully carry trays of food to one another. Children solve simple problems as they fit together the matching pairs and jigsaws. They begin to learn about their local community. For example, they visit the local shops and help to feed the ducks. Children's understanding of the wider world is promoted through the celebration of different festivals, such as Diwali when children made clay lamps and danced around the may pole on May Day.

Children enjoy daily physical play in the outdoor play area. They crawl through, and climb over the caterpillar tunnel and run and play with their friends. Their health and well-being is satisfactorily promoted as they enjoy healthy snacks. However, at mealtimes children's independence is not encouraged as staff serve them. They learn to cook a variety of foods using fresh produce when the local

children's centre visits to offer cookery sessions. They begin to understand the importance of personal hygiene as they put used tissues into a designated bin and wash their hands before they eat. Children are offered opportunities to be creative and enjoy making shields and castles. They understand the importance of keeping themselves and others safe through discussions with staff and as they regularly practice the fire drill.

Children show concern and support for their peers when they are unwell or upset. However, staff miss opportunities to further develop children's awareness of right and wrong and to encourage their understanding of boundaries set within the pre-school. Children show an emerging understanding of spatial awareness and move around the pre-school with ease.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

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