

# Vandyke Road Pre-school

St. Georges Lower School, East Street, Leighton Buzzard, Bedfordshire, LU7 1EW

## Inspection date

01/02/2013

Previous inspection date

07/12/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff keep meticulous records and effectively track children's development, helping to accurately assess their progress and move them forward in their learning.
- Children increase their awareness that letters and words carry meaning as they have opportunities to recognise their own name throughout the session.
- Staff support children to talk about how they are feeling. The caring key person system means that extra support is available when children need it. This helps children to settle quickly.
- The pre-school has high expectations for all staff and tackles underperformance effectively for the benefit of children.
- Staff have a secure understanding of how to keep children safe through effective procedures and staff support.

### It is not yet outstanding because

- There scope to increase children's interest in writing, such as by providing resources in the role play area to encourage children to use writing for a purpose during their play.
- Children sometimes spend time standing around waiting for their turn at snack time without being engaged in any meaningful activity.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children and staff engaged in play throughout the setting.
- Children and parents' views were obtained through discussion.
- The inspector and manager conducted a joint observation of children eating their snack.
- A sample of policies and all relevant documentation was seen.

## Inspector

Hayley Marshall

## Full Report

### Information about the setting

Vandyke Road Pre-school is based in purpose built premises and has an enclosed garden area in the grounds of St George's Lower School, Leighton Buzzard. It was registered in 2005 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 40 children on roll, who are all in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It is open during term time only from 9.15am to 12.15pm Mondays to Fridays, and there is an optional lunch club from 12.15pm until 12.45pm each day. There are also

afternoon sessions on Tuesdays and Thursdays from 12.45pm to 3.15pm.

The pre-school currently provides care for a number of children who have special educational needs/or disabilities and those who learn English as an additional language. The staff team consists of five members who work with the children. One member of staff has a foundation degree in early years. There are two members of staff with a level 3 qualification and two with a level 2 qualification.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- increase children's interest and enjoyment of practising writing by providing resources for doing so in the role play area
- review snack time routines to allow children greater participation to prevent them waiting for periods of time.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress at the pre-school because staff understand how children learn and develop. Staff observe children at play and use these observations to analyse what children enjoy doing. They identify what children's achievements are and what they need to do next to move them forward in their learning. The pre-school invites parents to contribute to their children's learning through sharing information with them about current themes. Information to help parents guide children's learning at home is available in the entrance area of the pre-school and through verbal discussion with children's key person. Staff provide sensitive support to ensure all children are included and can actively participate in all activities at their own pace. Consequently, all children achieve and enjoy their time at the pre-school, including those who have special educational needs/or disabilities.

Staff support children's developing language through discussion and questioning. They encourage children to demonstrate their skills in their home language so that children know both languages are equally valued. Staff listen to what children have to say and encourage them to extend their vocabulary through play. For example, when children play hospitals in the role play area, staff tell them the names of equipment, such as 'stethoscope'. The role play area offers children chances to use their own ideas and imagination as they invite staff to be their patients. However, the role play area does not

contain any writing materials to encourage children to continue their interest in writing as displayed in other areas of the pre-school.

Children are beginning to develop literacy skills as they have many opportunities to recognise familiar words, such as their name. For example, children read their name at snack time and find their name on their drawer to store their artwork to take home. This helps them to understand that words carry meaning and supports their growing interest in learning, preparing them in readiness for school.

Children are developing their ability to use tools effectively. They manipulate scissors to cut pieces of material and use glue spreaders, pencils and stencils with increasing control. When they complete their task, they are proud of their achievement and the praise staff give them. This helps to build their self-esteem and encourages them to further persevere with activities. Children further their physical development in the outdoor area. They test themselves and what they can do through climbing, sliding, crawling and cycling. Staff encourage children to be adventurous and manage risks for themselves, while being on hand if they need support.

### **The contribution of the early years provision to the well-being of children**

Skilful staff understand how children develop a positive attitude towards learning and they take every opportunity to guide and support them. Staff also know when to stand back and allow children to take the lead. This gives them high self-esteem as they have control over what they do. As a result, children demonstrate good levels of engagement and motivation as they play and learn together. Children behave very well because they are given clear and consistent messages by staff.

A strong key person system helps children to settle quickly. When parents and carers drop their children off in the morning, they receive reassurance from staff that children are content. This helps parents to feel confident in the staff and their abilities and allows children to experience continuity as they move between home and pre-school. Staff know when children need a cuddle and comfort and this means that children form very close attachments with the staff that care for them.

Children grow in independence at the pre-school as they are able to meet their own needs. For example, tissues are within easy reach for children to wipe their noses. When children go outside to play, they put their own coats on and attempt to zip them up. Children enjoy many opportunities to play in the large outdoor garden. This helps support their understanding of the importance of fresh air and exercise as part of a healthy lifestyle. A water dispenser helps children to get themselves a drink when they are thirsty. They help themselves and sit down to drink, throwing away their cup when they have finished. Children enjoy healthy options at snack time that meet their individual dietary needs. However, at times children wait for periods of time before there is a chair free at the table without any engagement in activity, such as helping in snack time preparations.

Staff plan meaningful activities to support children's understanding about their own communities and the diverse world in which they live. This helps all families and children

to feel welcome at the pre-school. Children cooperate well together; they share resources and take turns. This helps to create a harmonious environment where children feel safe and secure.

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

Staff have a sound understanding of how to keep children safe in the pre-school. There are robust procedures in place for inducting new staff. Suitable checks and a period of monitoring helps to make sure that those who work with children are suitable to do so. Staff know what avenues are open to them if they identify the signs and symptoms of abuse. The safeguarding officer takes her role seriously and continues training to further enhance her knowledge and skills. All staff understand the importance of maintaining a safe environment for children and are alert to potential risks, such as hazards on the floor and ensuring the gate in the garden is closed. An electronic system restricts access into the building and staff confirm the identity of all visitors.

The pre-school carries out self-evaluation. They use the views of parents, children and local authority development workers, to identify areas of strength and weakness. Realistic plans are in place to tackle weaker areas and staff monitor these to ensure their effectiveness. The manager operates supportive supervision of all staff. The monitoring of staff helps to highlight any underperformance. When this becomes apparent, the pre-school takes swift action to tackle this for the benefit of children. As a result, there is a stable and happy staff team who work together well. The high expectations staff have for themselves and others leads them to further develop their knowledge and skills through continuing training. Staff use these experiences to reflect upon their practice and further strive to bring about improvements in quality for children. Staff effectively monitor and track children's development to make sure they are making best possible progress in relation to their starting points and capabilities.

Relationships with other professionals are effective in supporting children. For example, the pre-school completes the Early Years Foundation Stage progress check at the age two and shares these with those who support individual children. The pre-school has close links with the neighbouring children's centre and informs parents of activities taking place they might benefit from. Staff work closely with local schools to help support children move into formal education. When children have additional agencies in their lives outside of the pre-school, staff keep concise records of children's progress and share this with other professionals. This means that all children experience the attention and individual support they need.

The pre-school is run by a parent committee that means that parents can be active in key decision making. The pre-school finds different ways to share information with parents, such as newsletters, posters, information leaflets and discussion. Staff value parents and their knowledge about their children. They build firm relationships with all families and welcome them warmly into the pre-school.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

**Setting details**

<b>Unique reference number</b>	EY320426
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	878071
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	40
<b>Name of provider</b>	The Trustee of Vandyke Pre-School
<b>Date of previous inspection</b>	07/12/2010
<b>Telephone number</b>	07984 279347

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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