

Habitat Pre School

Transfiguration Church Hall, Bedford Road, Kempston, Bedfordshire, MK42 8DW

Inspection date

11/03/2013

Previous inspection date

27/04/2009

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

- Good use of the key person system means that practitioners work with parents and know each child well. This contributes to children being secure, happy and enthusiastic. They, therefore, develop positive attitudes in preparation for school and future learning.
- Thorough assessments mean that children's needs and interests are clearly known and actively used to plan a wide range of activities that capture children's attention and motivate them. Children are, therefore, eager to learn and their development is well promoted.
- Children's language and communication skills are well promoted. Children who use English as an additional language are sensitively supported in developing their vocabulary and in making good progress in their overall development.
- Practitioners are well supported by managers and have a good knowledge of the Early Years Foundation Stage. Their practical monitoring procedures enable them to accurately track children's progress and ensure that they are consistently offered appropriate support in order to make good progress.

It is not yet outstanding because

- Opportunities to strengthen and enhance children's awareness of the diverse communities within society have not been fully explored.
- Partnerships with other providers are not used to full effect in consistently sharing details of children's learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the two main rooms and in the outside area.
- The inspector held meetings with the setting managers and carried out a joint observation with one manager.
- The inspector talked with the children present.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and through their written feedback to the setting.

Inspector

Kelly Eyre

Full Report

Information about the setting

Habitat Pre-school was re-registered in 2008 on the Early Years Register. It is situated within the church hall of the Transfiguration Church in Kempston, Bedfordshire, and is managed by a private provider. The setting serves the local area and is accessible to all children. It operates from two main rooms, and there is a fully enclosed area available for outdoor play.

The setting employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at Level 2 and eight hold Level 3 or above.

The setting opens Monday to Friday during term time only. Sessions are from 9am until 12noon and from 12noon to 3pm, with the option of a lunch club from 12noon to 1pm. Children attend for a variety of sessions. There are currently 67 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the educational opportunities for children to gain a greater understanding of the world with regard to the similarities and differences between families, communities and traditions
- extend the arrangements for sharing information and partnership working with other people who care for the children, so that there is a coordinated approach to planning and supporting children's achievements and progress.

Inspection judgements

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

Practitioners have a thorough knowledge of the Early Years Foundation Stage. They use this knowledge on a daily basis to ensure that children are happy and are offered activities that support their good progress. This contributes to children feeling secure and developing positive attitudes to their play and learning. They are encouraged to develop their own play, with practitioners offering them support whenever needed. For example, children explore cooked pasta before practitioners encourage them to describe the texture and to talk about the shapes they are making.

Practitioners work well with parents in order to assess and review children's needs and promote their development. For example, practitioners gather initial information to assess children's starting points, giving them a clear overview of their individual needs, developmental stages and interests. This information informs the planning of initial activities and play opportunities and is used to monitor children's progress. Good communication with parents means that they have opportunities to share updates about their children. For example, they provide staff with information about children's interests and activities at home. Practitioners then build on this by offering practical information about simple activities parents can carry out with their children at home. Parents are, therefore, well supported in developing the understanding and knowledge they need to promote their child's learning in the home environment.

Practitioners observe children and keep a clear record of their current interests. This information is assessed in order to develop children's next steps and is actively used to inform the planning of further activities and play opportunities. This means that these reflect children's individual interests and so capture their attention and stimulate their learning and imagination. Thorough tracking enables practitioners to check that all children are making good progress. Children are supported well in developing the skills to learn effectively and to achieve. Practitioners demonstrate a positive attitude to learning and encourage children to explore and experiment, thus developing their problem solving skills. For example, when children find ice outside they collect it in a container and a practitioner wonders what will happen if they take the ice inside. Children eagerly describe the appearance and feel of the ice before placing the container indoors, later returning to examine it and note the changes.

Children are supported well in developing their language and communication skills. For example, they participate in discussions and are encouraged to listen to others and take their turn in conversations. Children who use English as an additional language are very well supported in understanding and acquiring new vocabulary and in participating meaningfully in activities. Each child who does not speak English, has an individual plan relating to the development of language skills. Practitioners use these plans on a daily basis, carefully reviewing children's progress and planning next steps in this area. Children, therefore, make good progress in using English and in their overall development. Children who have special educational needs and/or disabilities are well supported. For example, practitioners attend additional training in order to fully understand and meet children's specific medical needs. They then offer children appropriate support throughout the session so that children can participate meaningfully in play opportunities and daily routines.

Children enjoy a wide variety of activities that promote their physical development. For example, action rhymes and parachute games help them to develop skills in balance, control and coordination. Children are offered appropriate opportunities to learn about other cultures and ways of life. For example, they participate in activities to celebrate festivals, such as Christmas, Eid and Diwali. However, activities and opportunities are not used to the full to promote children's greater awareness of the wider diversities of society.

A flexible approach to planning means that children have balanced opportunities to play

independently and participate in adult-led activities. This enables them to take an active role in their learning and also learn to work in a structured environment. They, therefore, develop essential skills for use in future life and are well prepared for school. The thoughtful planning means that children have fun and their learning is gently reinforced. For example, children work together using paper shapes to make a large house shape on the floor. They later work together to position their bodies on the floor in order to make a range of different shapes. The good planning relating to the use of individual resources means that children are offered creative opportunities that promote all areas of learning. For example, they enjoy a book about 'The Three Little Pigs' and go on to participate in associated activities. They thoroughly enjoy a counting activity, examine the different qualities of straw, sticks and bricks and go on to use puppets to re-tell the story.

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

The key person system is used well to aid communication and support partnership working with families. This helps to ensure that children feel settled and form secure relationships with practitioners. The ongoing monitoring of children enables practitioners to check that children's needs are met and they are making good progress in relation to their starting points. Practitioners ensure that the majority of resources are accessible. They encourage children to explore these and to express their preferences and opinions. This supports children in developing essential communication skills and a positive approach to learning, thus preparing them well for the transition to school. This is further supported by the setting's thoughtful procedures. For example, children enjoy looking at the books of photographs made by practitioners. These depict the school buildings, teachers and the playground and mean that children become familiar with them before they start school.

The setting's thoughtful procedures support new children in quickly settling and in remaining settled during their time at the setting. For example, key persons gather information from parents about their child's needs, abilities and preferences. They use this information to inform the initial planning of activities and resources. Children, therefore, feel secure and comforted when they see favourite toys as they enter the setting. Practitioners also provide photographs of familiar people at the setting. Children who are absent for long periods, therefore, have friendly reminders and find it easier to settle on their return. Children's transitions within the setting are well supported as they play in mixed age groups. They, therefore, have opportunities to learn from each other and develop skills that support their learning and interactions.

Practitioners act as good role models, demonstrating care and respect for all. They offer children clear explanations so that they understand the consequences of their actions and behaviour. Children are encouraged to share the resources and to include others in their play. They work well together and are skilled in settling conflicts and organising sharing. For example, they write their names on a list in order to take fair turns when using the ride-on toys. Children are offered practical opportunities that support them in developing their self-care skills. For example, they help serve their snacks and help themselves to drinks throughout the session. Children gain a good awareness of the importance of healthy lifestyles. For example, they grow, harvest and cook a range of vegetables, promoting their understanding of healthy eating. Good daily practice and ongoing

explanations from practitioners support children in building their understanding of safety. For example, children learn the safe use of large play equipment and smaller tools, such as scissors.

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

Managers set high standards for the setting and act as good role models to practitioners. They pay attention to ensuring that practitioners are well supported in all areas of their work. For example, the implementation of a well-considered mentoring system means that practitioners evaluate and support each other in their professional development. Managers' thorough monitoring of practitioners' performance means that they value their work and support them well in developing their practice. For example, the formal appraisal system is used to review the training needs of each practitioner and to develop appropriate training plans. Managers and practitioners work together to ensure that they are meeting the requirements of the Early Years Foundation Stage. They can, therefore, ensure that they are doing their best to promote children's health, welfare and development.

Clear records are kept of each child's progress in all areas of learning. Managers monitor this information to check that children are offered a wide range of experiences that support their good progress towards the early learning goals. Practitioners are experienced in liaising with other professionals in order to support children and their families. There are clear procedures for sharing information with others caring for the children. For example, practitioners talk with childminders in order to share children's assessment information. However, these procedures are not used to the optimum to share detailed information with all providers involved, in order to fully update the assessments of children's progress to reflect the views of the other settings involved in their care and early education. Good partnerships with parents mean that they are kept well informed of their child's progress and activities. For example, practitioners talk with them daily and frequently share children's assessment records.

An honest and comprehensive approach to self-evaluation means that this covers all areas of the setting's work and includes the views of children and parents. This supports managers in obtaining a clear and representative overview of the strengths and any areas for improvement. This information is used to inform the development of action plans that lead to improvements in the provision for children. For example, recent changes include the development of the outdoor area so that this offers children additional play and learning opportunities. Practitioners and managers also make good use of case studies to aid their understanding of children's experiences at the setting and then to make improvements. For example, studies relating to children's transitions from the setting have led to improved procedures in this area. Children's welfare is promoted well because arrangements for safeguarding are thorough. Practitioners have attended relevant training and have a good understanding of the process to follow should they have any concerns about a child in their care. There are robust procedures to ensure that all practitioners are suitable to work with children. Comprehensive risk assessments and daily safety checks

ensure that the setting is safe and secure. Children, therefore, enjoy their time and have a positive childcare experience that helps form a good platform for their future learning.

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 action. 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

Unique reference number	EY378237
Local authority	Bedford Borough
Inspection number	878767
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	67
Name of provider	Habitat Pre School Ltd
Date of previous inspection	27/04/2009
Telephone number	01234 852140

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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, which are usually the childminder's 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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