

# Edlesborough Pre-School

Edlesborough School, High Street, Edlesborough, DUNSTABLE, Bedfordshire, LU6 2HS

## Inspection date

Previous inspection date

13/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are motivated learners who play and explore.
- Staff encourage children to solve simple problems and to support their critical thinking skills.
- Staff work well with parents to help children settle and form secure attachments to their key persons.

### It is not yet good because

- Systems to assess and plan children's learning and development do not ensure children make the best progress, particularly in communication and language.
- Staff do not use fully secure self evaluation to make sure that they regularly monitor and analyse practice and set challenges to make improvements that fully support rapid change .
- Staff do not always exchange information with parents to provide shared learning experiences for children, between the pre-school and home.

## 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 interviewed three parents to ascertain their views on the service received
- The inspector reviewed a sample of relevant documentation including learning and development records and the service action plan
- The inspector observed and discussed the practice of practitioners including making a joint observation with the manager
- The inspector identified three children to focus on in order to ascertain the progress they make while attending this provision

## Inspector

Carolyn Hasler

## Full Report

### Information about the setting

Edlesborough Pre School was registered in 2013. The group operates from a purpose-built room on the premises of Edlesborough School in Edlesborough, Buckinghamshire. There is access to an enclosed garden area for outdoor play. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is open on weekdays in term time, 38 weeks of the year, between the hours of 9 am and 3 pm. They operate morning and afternoon sessions. An optional lunch club is available each day. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. There are seven staff employed by the pre-school all of whom hold appropriate Early Years qualifications from level 4 - 2.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the programme for communication and language by observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations, especially when asking them challenging questions.

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

- further develop communication with parents to promote more shared learning experiences, from when their children start to attend the pre-school
- further improve self evaluation systems, to more regularly monitor and analyse practice, to drive forward more targeted improvements to the pre-school.

## Inspection judgements

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

Staff deliver educational programmes relatively well. They engage children, and in most instances support learning at the appropriate level. The environment is well resourced which offers children a range of interesting and engaging activities across the seven areas of learning. Children take part in playful and explorative learning, showing that they are motivated learners. In some instances, children make links in their thinking. An example of this is that children work out that a tray at the bottom of the bamboo shoots will catch the

water poured from the top. This demonstrates that children have some tools to solve simple problems. Staff provide children with opportunities to be physically active. Children move freely from indoors to outdoors and have opportunities to develop both small and large muscle control during their day. They are comfortable and have many opportunities to be independent. Staff are able to encourage children's language as they introduce new words into children's play. However, they do not ask enough open questions to enable children to think about a range of answers and use spoken language to explore the different possibilities. Children's speech development is not as strong as a result.

Staff record what they know about children on post- it- note observations and maintain learning profiles. They link these closely with statements from current guidance documents, However, while staff collect some information from parents at the start of their care, this is not sufficient to allow staff to assess children's starting points securely. Staff are not completely secure to set challenging next steps for children as a result. This impacts on children's communication and language development as staff do not always ask sufficiently challenging questions to underpin children's rapid speech development. Parents receive information on the curriculum at the start of their care arrangement. Staff use informal chats and parent's evenings to discuss what they know about key children's development. However, staff do not consistently encourage parents to get involved in children's learning. Staff do not engage parents to support project work or follow the interests children show while at the pre-school. Children do not make the best possible progress because they do not benefit from a consistent approach to shared learning with parents from the outset.

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

All of the children have attended the pre-school for some time and show good levels of security and self-confidence. Staff and parents work together to help children settle and form secure attachments to key people. The free-flow environment encourages children to move around well and supports their independent learning skills. Staff are deployed well so that they can engage children at their chosen activity and encourage them to join in group activities. Staff are good role models, and their patient and calm approach helps children learn social skills. The role-play area provides children with opportunities to practice being caring towards others. These play experiences are clearly helping children to broaden their understanding and they are forming special friendships. Overall, resources such as books and activities support children's understanding that they have similarities and differences that connect them to, and distinguish them from others. Staff use clear boundaries to teach children to manage their own behaviour. They gain skills in sharing and turn taking as they see others doing so, and they practice these skills with support from staff. This shows that children are learning to play alongside others safely and effectively. This is a skill that will support children in their future learning, for example, at school.

The free flow environment allows children to access the bathroom area easily. This encourages their independence and they practise self-care skills relative to their ages. Staff further protect children from cross-contamination. They do this through frequent

reminders to wash hands, and staff use anti-bacterial gel with children at snack times. A rolling snack of fruit and drinks helps children maintain energy and supports their alertness while they learn. Resources to encourage physical activity such as large wooden blocks, trundle trikes, balancing lines and climbing equipment are readily available and well used by children. Children's games are energetic and lively supporting their good health for the future. The outside area encourages children's learning across all area of learning. The outside area is as colourful and as exciting as the environment inside. This allows children who enjoy outside spaces to access learning effectively. Staff ensure children are prepared for the next stage in their learning through the skills which they acquire while at this pre-school. There are close links to the school and this allows children to visit teachers and their new classrooms prior to their start date. Children are able to make smooth moves to the new setting as a result.

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

The leadership and management team are relatively newly established. They are currently combining old systems with new in order to address areas for improvement and establish a way forward. They have created an action plan and are working towards the completion of this within a set time scale. They understand that, their systems to observe, assess and plan for children's individual learning are not yet well embedded. In addition, they recognise weaknesses within their program to monitor and coach staff practice. They have taken some steps to improve this. However, while some issues have not yet been addressed, some changes that have already been made have not yet had their full impact. They continue to affect the quality of teaching as children are not well challenged in all areas, especially in communication and language. Staff all hold appropriate qualifications and they are able to seek further professional qualifications. While the pre-school is in its early stages of development, improvements are steadily progressing.

Staff clearly understand safeguarding procedures. They are able to identify child protection concerns and act on these appropriately. They understand the importance of whistle blowing and have a procedure in place to follow if they have concerns. There is a secure recruitment procedure, all staff, and those who regularly come into contact with children have been appropriately checked. Staff all have a synopsis of policies and procedures in their starter pack and they can view the full versions on the pre-school website. The leaders and managers and the staff team take responsibility for the safe environment and promote children's awareness of safety.

Parents use words such as 'brilliant,' 'gentle,' and 'calming' to describe staff. They praise the outside space that they feel is amazing and usable in all weathers. Overall, they feel their relationship with the pre-school is positive. Practitioners share that they work alongside outside agencies such as their local authority's inclusion officer and the first response team. This ensures children's development, welfare and safety is consistently prioritised, especially in the case of children with special educational needs and/or disabilities.



## 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

<b>Unique reference number</b>	EY453474
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	887850
<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>	24
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Edlesborough School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01525 220431

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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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