

Priory Parkside Pre-school

Kingsland Campus, Parkside Drive, HOUGHTON REGIS, Bedfordshire, LU5 5PY

Inspection date

Previous inspection date

10/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- A stimulating environment with child-accessible resources is effectively arranged both indoors and outdoors. For example, while playing outside children enjoy collecting leaves and cook them in a saucepan. This enables children to become independent learners and develop a good understanding of the wider world.
- Children for whom English is an additional language are fully supported and their communication skills extended because staff use different strategies, such as, signing where appropriate, and sing songs and rhymes to build on their vocabulary.
- Children feel safe and secure because all staff are highly skilled and sensitive in helping children form secure emotional attachments, and provide a strong base for their developing independence.
- Staff's drive for improvement and clear action plans ensure that children consistently receive high quality care.

It is not yet outstanding because

- There is scope to extend and challenge children's learning through partnership with parents. For example, involve parents further in identifying their child's next steps in their learning and development so that they are fully supported at home.
- There is room for improving children's understanding of mathematical concepts, such as, weight, size and volume, by consistently using vocabulary for weight and mass, especially when playing with sand or water.

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 children's activities in the main hall and the outdoor play area.
- The inspector held a meeting and carried out a joint observation with the manager of the provision.
- The inspector looked at a sample of the provision's policies and procedures, including the provider's self-evaluation and improvement plan.
- The inspector spoke with the children and some members of staff.
- The inspector spoke to some parents and took account of their views.

Inspector

Suman Willis

Full Report

Information about the setting

Priory Parkside Pre-School was registered in 2013 on the Early Years Register. It is a privately owned business and is one of two pre-schools. The nursery operates from self-contained premises in the grounds of Kingsland Campus in Houghton Regis, Bedfordshire. Children have access to an enclosed area for outdoor play.

The nursery employs five members of staff, of whom, one holds a Qualified Teacher Status and three are qualified at level 3 in childcare. The pre-school is open from 9.30am to 12.30pm, Monday to Friday school term-time only. The pre-school provides sessional care for children aged between two and four years. Children attend for a variety of sessions.

There are currently 16 children on roll. The pre-school provides funded early education for two-, 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. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- continue to develop the good relationship with parents by involving them more in identifying their child's next steps in learning and development so that they can fully support them at home.

- enhance children's understanding of mathematical concepts, such as, weight, size and volume, by consistently using vocabulary for weight and mass, especially when playing with sand or water.

Inspection judgements

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

All staff are very well qualified and have a thorough understanding of how children learn. They work very closely together to provide children with a broad range of interesting and challenging experiences. Planning of activities fully takes into account each child's individual needs and developmental stage, to ensure that they make good progress in their learning and development. Information gathered from parents and the close links

formed between them and staff enable staff to make effective observations and assessments about the progress of their child. However, there is scope to extend this by involving parents further in identifying their child's next steps in learning and development so that they can fully support their learning at home. Staff's knowledge and understanding of working with children who have English as an additional language enable them to work closely with the children and families to provide appropriate support. 'Makaton' sign language is used consistently, this means that children make very good progress based on their starting points and enjoy learning. The organisation of the environment is attractively laid out to cover all areas of learning and successfully promotes independent choices. The cosy book corner with a 'story sack' and the role-play area are divided by a puppet theatre enabling children to successfully link role play to stories to extend their language and communication skills.

Children enjoy learning because staff use their observational skills to join in and extend their learning and development. For example, while gathering leaves to cook, staff encourage the children to look at the leaves and examine the colour whilst counting how many they have. Staff read stories enthusiastically and children listen with interest. They enjoy opening and predicting what is behind the flaps in the book and eagerly join in the story. Children with English as an additional language are very well supported by staff using sign language to encourage their participation. They enjoy making sand models as staff support children and talk about the different shapes, such as fish. However, their understanding of mathematical concepts could be further enhanced by staff consistently using vocabulary for weight, size and volume as they play with water and sand. Children's understanding of the alphabet and how letters are used to form words is fully promoted through story-time and some children are beginning to recognise the letters in their names as they hang them on the 'name tree' upon arrival. They enjoy using the role-play area which is set up as a post-office as they pretend to post envelopes and staff are at hand to guide and support as they talk about who and where the letters are being sent to. Staff encourage children to develop their creative skills by ensuring that they have easy access to all art and craft materials. They listen with interest to children as they describe what they are doing. Children enjoy developing their small manipulative skills as they carefully use a variety of resources to cut, shape and mould dough.

Staff ensure that all children make rapid improvement in their learning from their starting points with any gaps closing quickly. The fully inclusive practice ensures that children with English as an additional language, special educational needs and/or disabilities are fully supported. This means that all children are very well prepared for their next stage of learning.

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

Children are cared for in a child-friendly environment where staff give high priority to their well-being. Staff are very sensitive to children's needs and provide a strong base for their developing independence. This enables children to feel safe and form a secure emotional attachment to the staff. Strong emphasis is given by staff to ensure that children are settled and happy. They are very good role models and use their comprehensive

understanding of the children and their families to provide appropriate support. This means that children's individual needs are met very well. Staff consistently praise children for their achievements and positive re-enforcement of good behaviour helps develop their confidence and self-esteem. Children are developing a very good understanding of other cultures and beliefs as they celebrate different festivals. The knowledge and skills of staff and parents are effectively utilised in promoting different ethnicities ensuring that all children feel valued and respected. Staff make a concerted effort in learning familiar words of languages spoken at home to enable children to settle with ease and feel secure. People who help in the community, such as, police, fire officers, nurses and doctors, are invited into the group to develop children's understanding of their roles.

Parents are warmly welcomed into the group and provide valuable information about their child. This enables staff to prepare and plan effectively to meet the needs of each individual child. Staff are very sensitive to the needs of the families and work very hard at ensuring that all parents, including those who speak English as an additional language, are fully supported. For example, every effort is made to find translators to assist where required. Parents spoke highly of the staff and expressed how confident they felt in leaving their children, because of the support they received.

Staff's exceptional understanding of safeguarding children ensures that positive steps are taken to protect children should the need arise. Visitors are introduced to children to help them feel secure. Children's safety is given high priority and their understanding is promoted as they take risks, while being supported by staff. They learn to use suitable knives to cut their fruit, as staff explain the dangers. Staff give good explanations about the dangers of wet floors, as children use watering cans to transport water from indoors to outdoors to water the soil. The effective organisation of activities ensures that children move around and learn and explore safely. Children develop a good understanding of healthy eating because parents are encouraged to provide nutritious snacks. A good range of posters about fruit and vegetables is displayed in the cafe-style snack area and children are encouraged to help themselves to fruit and drinks. Staff are at hand to offer appropriate support. Stable steps are fitted by the hand basins in the cloakroom to ensure that children can manage their own personal hygiene effectively. This means that their independence is encouraged and enables children to manage their needs very well. Outdoor play is fully promoted as children freely move between the two areas. They have access to wellington boots, umbrellas and coats so that they can go out in all weather conditions. Staff and children move enthusiastically to music and sing songs about staying healthy. Children enjoy developing their physical skills as they confidently use large wheeled toys, play with hoops and run around safely. Therefore, children routinely have regular exercise and fresh air to stay healthy.

Strong links are being formed between the pre-school and local schools, and teachers are warmly welcomed into the group. Children also have access to a broad range of books about going to school and school uniforms to dress up in. This means that children feel secure and are fully supported as they prepare for nursery or school.

The effectiveness of the leadership and management of the early years

provision

The provider has an excellent understanding of her responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage and uses effective methods to monitor their implementation. Self-evaluation fully incorporates the views of the parents, staff and local authority to ensure that children consistently receive high quality care. The drive for improvement is clearly demonstrated with a successful action plan that supports children's achievements over time. For example, all staff are currently familiarising themselves with the local area, this will enable them to take children on outings within the local community. All documents are regularly reviewed to ensure that they are up-to-date and are effective in promoting children's learning and welfare. These are routinely discussed at meetings to ensure that staff are familiar with them.

Staff work extremely well together and are fully supported by the provider. They are consistently and effectively deployed to meet the needs of all children. Performance management is very well monitored and systems are in place to ensure that under-performance is suitably managed. All staff have a clear understanding of their roles and responsibilities. Their development is fully promoted and training regularly offered. For example, new staff are encouraged to update their skills in the Early Years Foundation Stage, safeguarding and first-aid. When appropriate, staff are offered promotion and relevant training for the role, such as management qualifications. Therefore, staff feel valued and respected, which is reflected in the high quality care they provide for children. Effective checks are carried out on all adults working with the children to ensure that they are suitable. High priority is given to the safety and welfare of children. Staff demonstrate a very good understanding of protecting children and have effective systems in place to ensure that they act quickly should the need arise. Risk assessment procedures are thorough and work effectively in keeping children safe.

Partnerships with parents, external agencies and other providers are well-established and make a strong contribution to meeting children's needs. This means that appropriate interventions are secured and children are fully supported.

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	EY460706
Local authority	Central Bedfordshire
Inspection number	907023
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	16
Name of provider	Sarah Jayne Wilkinson
Date of previous inspection	not applicable
Telephone number	07972702753

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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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Piccadilly Gate
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