

Edlesborough Pre-School

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

Inspection date

11/09/2013

Previous inspection date

13/03/2013

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

- Children have fun learning through play both inside and outdoors; consequently they are curious and active learners.
- Staff plan and provide worthwhile activities, toys and resources, which capture the children's interest and help them to make good progress in all aspects of their learning.
- The pre-school is well led and managed, and effective recruitment procedures mean that children are well cared for by professional, knowledgeable and caring staff.
- All of the required paperwork is in place and correct systems are followed to maintain a good early years provision for children. Pre-school staff are keen and motivated to make continuous improvement to further benefit the children.

It is not yet outstanding because

- There are some missed opportunities to further encourage children's interest in books as the book corner is not set up attractively to capture the children's attention.
- Suitable provision is not in place for children to rest comfortably during the day.

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 play room and garden.
- The inspector had discussions with parents, children and staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies, procedures and the pre-school's action plans.

Inspector

Kim Mundy

Full Report

Information about the setting

Edlesborough Pre-School registered in 2012. The pre-school consists of a purpose-built room in Edlesborough School in Buckinghamshire. The pre-school is open Monday to Friday, term time only, from 9am until 3pm. It is registered on the Early Years Register. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are currently 35 children within the early years age range on roll. The nursery employs six staff to work directly with the children and all of the staff have appropriate early years qualifications.

What the setting needs to do to improve further

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

- encourage children's further interest in reading, for example by creating an attractive book area
- provide suitable arrangements for children requiring a rest during the day.

Inspection judgements

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

Children enjoy their time in the pre-school, playing and exploring with their friends. The combination of well-balanced educational programmes, effective teaching techniques and suitable assessment procedures mean that children make good progress in all aspects of learning. The close monitoring of the children's progress helps staff to pick up on possible concerns and to narrow any gaps in children's learning, in preparation for moving on to school. There is a good balance of adult-led and child-initiated activities and the play room is set up to encourage children's independence during all activities. This means that children from the earliest of ages make choices about what they want to play with.

During all activities, children have opportunities to make good progress in their communication, language and literacy. Staff use open questioning effectively with the children, which requires them to think and respond. Children enjoy activities such as playing musical instruments and joining in songs and rhymes to further support their speaking and listening skills. They listen attentively to stories and they are encouraged to take books home in their book bag to read with their parents. However, the book corner is not set up attractively to fully capture children's interest and further encourage them to look at books in comfortable surroundings. Children learn that print carries meaning, for example by finding their photograph and name when they self-register. Activities such as squeezing dough and gloop help to strengthen children's hand muscles in preparation for early writing. Children help themselves to extra resources and use them in imaginative ways. For example, after drawing on the easel, they use pens to make marks in the sand tray. Staff provide many interesting opportunities to encourage children to write for a purpose, including make-believe situations in the garage and home area.

Children are involved in many worthwhile activities, which help them to make good progress in early mathematics. They recognise colour, shape and number as they match objects on the interactive board, build with a variety of construction toys and fit puzzles together. In the water and sand play, children explore volume and capacity as they fill and empty containers. They estimate how many small containers they will have to fill in order for the water to spill out and fill a larger container. Children have fun measuring objects in the garden as they make use of tape measures and set squares. Staff plan interesting

activities to help children develop a good knowledge and understanding of the world in which they live. They learn to care for living things as they grow flowers and vegetables and visit the school allotment. Children find out about diversity in society as they play with multicultural toys and resources, and celebrate festivals and events. They have very good opportunities to explore technology, for example as they use cash tills and telephones during make-believe play and magnifying glasses to observe insects. Children enjoy many art and craft activities and use a wide range of media such as paint and gloop. They explore natural materials such as pine cones and sea shells, which prompt their interest and discussions. Children clearly enjoy the range of activities and early educational experiences, which helps to prepare them well for the next stage of their education.

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

Good procedures and routines are in place to promote the well-being of the children. The children settle well in pre-school because staff spend time with their parents to find out how best to meet their needs. Staff are extremely kind and caring, which helps children to make secure attachments to their key person and to develop close relationships with all adults in this small staff team. Children begin to form relationships with particular friends, to share and take turns. They develop good social skills as they play alongside and with each other. For example, three children work successfully together to design and build an air traffic control tower with recycling materials.

All of the necessary information is in place to support children's good health and hygiene practices. Children make decisions about when they are hungry and wash their hands in preparation for snack time, which a member of staff supervises. Children develop independence skills as they pour their drink and cut up fruit. They discuss and enjoy eating healthy foods such as fruit, vegetables and crackers. Parents provide a healthy packed lunch for their child if they stay for the afternoon session. Staff plan activities to help children to learn about good hygiene; for example, they enjoyed watching staff have their hair washed and dried by a parent who came in to talk about being hairdresser.

There is a range of good quality toys and resources to help children to make good progress in all aspects of their learning. In the main, there is a good range of nursery furniture to meet the needs of the children attending. However, suitable arrangements are not in place for children who may need a rest during the day. Boys and girls enjoy equal access to all of the activities on offer. They have fun in the outdoor environment, which promotes their health and fitness. Children develop good physical skills as they hold out their arms to balance and step sideways across the top of the barrel. They climb and crawl with increasing control, move imaginatively to music and join in ring games in the school hall.

Children learn how to use tools safely such as scissors and sticky tape dispensers. Staff allow children to take calculated risks and experiment, for example as they manoeuvre large wooden blocks when constructing in the garden. Children participate in the school's emergency evacuation practices and learn about road safety on outings as they post letters in the post box. All of these experiences help the children to learn to keep

themselves safe.

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

The management team has a good awareness of its role and responsibilities in meeting the safeguarding and welfare requirements. There is a strong emphasis on safeguarding and all staff know the correct procedure to follow if they have concerns. The provider and manager have attended safer recruitment training to further support the robust recruitment procedures. Visitors are required to sign in and out using the visitors' book, which means an accurate record of everyone coming into contact with the children is maintained. Staff place a strong emphasis on making sure that children are free from harm. Comprehensive risk assessments cover indoor and outdoor environments to keep children safe and secure. Staff are very well deployed and vigilant in supervising the children at all times, both indoors and outdoors. Staff role model good behaviour and sensitively help children to behave well and to be kind to one another. Records demonstrate that staff keep an accurate account of any accidents and necessary details are recorded. Thorough policies and procedures are available to parents and staff put these into practice to underpin the good service provided.

The pre-school staff effectively bring about improvement by following through clear action plans to continually strengthen performance. Various systems are in place to underpin the self-evaluation process. For example, meetings with the school's head of early years further support the good delivery of the educational programmes. Since the last inspection, the staff have enthusiastically and successfully implemented the action and recommendations to further benefit the children's learning outcomes.

All staff are well aware of their role and responsibilities in meeting the learning and development requirements. Each child has a key person who is responsible for successfully coordinating their key child's learning and welfare. Parents are well informed about their child's progress towards the early learning goals through discussions, parents' evenings and open access to their child's learning journal. Parents are involved with the progress check for two-year-old children, which focuses on the prime areas of learning. They are encouraged to be involved in their child's learning by sharing their knowledge and skills, for example talking about their job as a fire officer.

The pre-school positively promotes partnership with parents and others. Parents receive regular newsletters about the pre-school's activities, information is shared on the notice boards and parent questionnaires and comment slips are available. Parents have many opportunities to engage in regular discussions about the children, to ensure continuity of care and learning. Discussions with parents during the inspection reveal that they are pleased with the care and education their children receive. They particularly comment on children developing their communication, language and social skills. As the pre-school is situated within the grounds of Edlesborough School, children become very familiar with the surroundings. Good working relationships between pre-school and school staff help

children to settle into school with ease.

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	EY453474
Local authority	Buckinghamshire
Inspection number	919297
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	35
Name of provider	Edlesborough School Governing Body
Date of previous inspection	13/03/2013
Telephone number	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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