

Priory Pre-School

Priory Church Hall, Church Street, DUNSTABLE, Bedfordshire, LU5 4RP

Inspection date	15/01/2014
Previous inspection date	10/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The pre-school has a robust procedure to identify the starting points of children's learning with the contribution of parents. Therefore, key people have detailed information to start planning for their key children's next steps of learning.
- The pre-school effectively promotes the partnership with parents. They actively contribute to their children's learning and are regularly informed of their children's needs and learning.
- The staff display excellent attachments with children. They are caring and attentive to all children, who are very settled from early days and are happy to be in the pre-school.
- The manager has very good understanding of her responsibilities under the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She keeps the staff and parents effectively informed of procedures.
- The pre-school provides a safe and secure environment for children, who thrive and feel secure in the setting.

It is not yet outstanding because

- The quality of teaching promoted during activities and routines, such as circle time, is not always consistent. On occasion, there are not enough varied options of resources, props and visual aids to expand children's imaginations and interests as they arise.
- The pre-school does not make the very best use of the outdoor opportunities to contribute towards the progress children make.

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 was accompanied by another inspector.
- The inspector observed the deployment of staff, activities in the playroom and the interaction of children with peers and adults.
- The inspector looked at planning, observations, records of children's individual learning and systems for the monitoring of children's progress.
- The inspector held a meeting with the nursery manager and completed a joint observation.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account the view of parents spoken to on the day of the inspection.
- The inspector checked that safeguarding procedures and documentation were in place.

Inspector

Karina Hemerling

Full report

Information about the setting

Priory Pre-school was registered in 2010 on the Early Years Register. It operates from the Priory Church Hall in Dunstable. The pre-school is privately owned and serves the local community. The pre-school is accessible to all children. It operates Monday to Friday, from 9.30am to 12.30pm, term time only. The setting accesses the local area for outings and the grounds of the church as an outside play area for the children.

The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3 and 5. The manager holds a BA Degree in Education with Qualified Teacher Status. Children attend for a variety of sessions to suit families. There are currently 27 children attending who are aged from two- to five-years-old. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school is supported by the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- strengthen the monitoring of the quality of teaching, ensuring children are provided with more varied opportunities to enhance their imaginative experiences on a daily basis, for example, by providing more visual aids and a wider choice of resources to meet children's interests
- extend the use and the planning for the outdoor activities for the benefit of children's development and learning.

Inspection judgements

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

All children are very settled and demonstrate positive attitudes and behaviour towards staff and other children. They are happy and eager to play with peers. Children's starting points are identified during their early days in the pre-school, enabling staff to tailor the practice to meet children's needs and interests. Children benefit from a robust assessment procedure where detailed observations of children during play and interaction with peers and adults are used as evidence for children's individual planning. Children's next steps are planned for by key people who have a very good understanding of their children's individual targets. Parents contribute to their children's individual learning programme by

sharing information about their children's skills and interests with key people. This information is used to plan for the children's experiences within the pre-school.

Children are provided with a good balance of adult-led and child-initiated activities. The educational programme has depth and breadth across the seven areas of learning. Consequently, children are provided with planned and spontaneous activities to further develop their skills. However, the quality of teaching is not effectively monitored to ensure children are consistently provided with opportunities to engage in their learning. For example, through the use of more visual aids to illustrate teaching at group times and more opportunities for imaginative experiences on a daily basis.

Children have great opportunities to socialise and learn. The pre-school provides children with opportunities to greet each other and to sing, talk about days of the week, the weather and to discuss how they are feeling in the beginning of the session. This enables children to make relationships and to develop a sense of belonging in the setting. Throughout the session children are encouraged to participate in the available activities. They participate effectively in adult-led activities and also play alongside each other spontaneously. Staff provide children with a movement and singing activity every session and all children enjoy the opportunity to move their bodies, copying peers and having fun. Children are becoming confident in these activities and staff provide appropriate support for the younger and less confident ones according to their individual needs.

Staff communicate effectively with children, they have recently participated in training to enhance the communication and language development in the pre-school. All staff consistently use calm and reassuring language with the children. Staff use a good balance of open-ended questions to enable children to critically think while playing. During an adult-led, one-to-one activity related to the theme 'People who help us', children make fire engines using shapes. The staff member asks children age-appropriate questions and children have the opportunity to bring their existing knowledge to the activity. Together they share information, and as a result, of this skilled teaching, children's learning is progressed.

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

Children are supported by skilful staff who take all reasonable steps to ensure children are settled. Staff and the manager form secure attachments with children and families to ensure their well-being. The pre-school promotes an open-door policy that welcomes parents to share children's play experiences. Children are welcome to bring comforters from home to ensure they feel confident and supported during their time in the setting.

Children's behaviour is well managed by the staff who give consistent guidance to children throughout the session. For example, staff encourage children to walk indoors and to sit properly when sliding down the slide. Consequently children are learning how to keep themselves safe. Children behave well and negotiate turn taking, while waiting to participate in the 'build a fire engine' activity. They patiently played nearby until called back by the staff member to participate. There is a consistent behaviour management

policy and procedures in place and together, staff develop strategies to approach children and guide their actions.

The pre-school uses the grounds of Priory Church as an outdoor play area for the children. Staff also take children on outings to local community areas. However, there is no evidence of planning for outdoor play. Nevertheless, children are provided with opportunities to develop their physical skills indoors and staff set up a climbing frame daily to ensure children challenge their physical skills. Children listen to music during the session and are able to freely move their bodies, to dance, sing, run, jump, negotiate their space and exercise at the pre-school.

The pre-school and parents provide children with a healthy mid-morning snack. Children are offered with options of drinks and fruit to choose from. Children are beginning to develop their independence and personal hygiene during meals. They wash their hands and place their bowls and cups in the washing bowl after finishing eating. Staff allow children time during the snack and this becomes a rich opportunity for children to interact and socialise while they eat.

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

The well-qualified and committed staff team work well together. They have high expectations of the quality of care that is provided for families. Safeguarding is strong and the manager ensures staff and families are aware of the support available and how to access this support. The pre-school displays key information on the parents' information board in the entrance hallway. Staff are trained in child protection and safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage are fully met.

The manager ensures a safe recruitment procedure is in place when recruiting practitioners. All staff have checks in place to ensure their suitability to work with children. All staff are qualified and go through a thorough induction process and trial days before start working for the pre-school. Staff are well supported by the leader who supervises staff's practice with children regularly. However, there is scope to improve the leader's monitoring of teaching quality. The manager holds yearly appraisals and provides staff with opportunities to develop their professional skills with regular training.

Parent partnership is a strength of the setting. Parents are eager to participate and to promote the setting. Parents' views are gathered through questionnaires and routine conversations with staff and manager. Parents are confident that the setting is meeting the needs of their children and they feel their contributions have a positive impact upon their children's learning and development.

The pre-school supports children with special educational needs and/or disabilities, effectively having robust and frequently reviewed individual educational plans in place for those children. Parents, key people, the pre-school's special educational needs coordinator

and outside agencies contribute to the learning and development of children in need of additional support. All children are progressing well. The setting supports children with English as an additional language; the setting ensures children with additional languages are supported in their home language in the setting by displaying key words and expressions to comfort children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY415146
Local authority	Central Bedfordshire
Inspection number	851585
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	27
Name of provider	Sarah Jayne Wilkinson
Date of previous inspection	10/11/2010
Telephone number	01582 662 506

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

