

Arlesey Preschool

Arlesey WI Hall, High Street, Arlesey, Bedfordshire, SG15 6SN

Inspection date	21/01/2014
Previous inspection date	10/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Practitioners build solid partnerships with parents and so have a clear understanding of each child. This helps children to settle and they have positive relationships with their key person and other practitioners.
- Practitioners work in partnership with the management committee and develop realistic plans for the further development of the setting. This supports continuing improvement in the provision for children.
- Children's welfare and safety are promoted as safeguarding procedures and risk assessments are regularly reviewed.

It is not yet good because

- Assessments are not always effectively used to inform the planning. This means that children are not fully challenged in their play and learning.
- The outdoor area is not used to the optimum as children do not consistently access an extended range of resources that enable them to develop their play further.
- Opportunities for children to gain a greater awareness of the wider diversities of society and to understand the relevance of healthy practices are not always fully explored.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and the outside area.
- The inspector held meetings with the manager of the provision and the Treasurer of the Management Committee and carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of practitioners
- working with children, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Full report

Information about the setting

Arlesey Pre-school opened in 1983 and was registered at its current premises in 2005. It is on the Early Years Register and the compulsory part of the Childcare Register and is situated in a community building in Arlesey, Bedfordshire. It is managed by a voluntary management committee. The setting serves the local area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play.

There are currently five staff working directly with the children. Of these, two hold appropriate early years qualifications at level 2 and three hold qualifications at level 3 or above.

The setting opens Monday to Friday during term time only. Sessions are from 9.10am to 3.15pm with a lunch club in operation. There is also a breakfast club from 8am to 8.45am. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- review the planning procedures so that the information from children's assessments, relating to their interests and next steps, is consistently used to plan activities that challenge them in all areas of learning.

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

- extend the access to resources in the outdoor area so that children are able to make further independent choices and extend their play
- extend the opportunities for children to gain a greater appreciation of diversity, for example, with regard to the differences between families, communities, beliefs and traditions
- build on the opportunities for children to increase their awareness of the relevance of healthy practices, with particular reference to physical exercise and hygiene.

Inspection judgements

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

Practitioners generally have a sufficient understanding of the Statutory framework for the Early Years Foundation Stage. They use appropriate teaching methods to support children so that they make expected progress in their learning and development. Children enjoy their time at the setting and have positive relationships with practitioners, thereby supporting children in learning to communicate their needs and to ask for help when required. This contributes to the development of children's ability to learn and they are, therefore, adequately prepared for school. Practitioners work with parents to obtain relevant information about children. They then use this information to assess children's starting points and to help monitor their progress. Practitioners plan daily activities and use guidance associated with the Statutory framework for the Early Years Foundation Stage to ensure that these promote each area of learning. They are diligent in making written observations of children as they play, assessing the information and keeping an appropriate record of children's interests and next steps. However, they do not always use the information effectively in order to inform the daily planning. Consequently, some activities are unexciting and do not challenge and stimulate children and so do not consistently promote their learning and development as well as they could do. For example, children enjoy building with wooden bricks but their play is not extended by the introduction of other construction sets or resources. Parents are offered suitable opportunities to share updates about their children. For example, they complete 'wow' cards that detail children's achievements. Parents are also appropriately supported in extending their child's learning at home. For example, practitioners use the setting's newsletters to provide information about current activities, enabling parents to talk with their children about these.

Practitioners' appropriate interaction with children helps to extend their learning. For example, when a practitioner notes that children are interested in making hand prints in the play dough, she suggests that they draw around their hands. Children enjoy attempting this and the practitioner shows them a book depicting different shapes they can create using hand prints. The children choose their favourites and the practitioner helps them to draw the required shape. Children then choose coloured paper and pens to decorate their drawings. The appropriate interaction from practitioners also encourages children to start to use their mathematical skills. For example, children playing with bricks are encouraged to count these as they build and to compare the sizes of the towers they are building. Children are learning to work together and are suitably supported in this by practitioners. For example, when children decide to make a petrol station using the bricks, a practitioner helps them think about the space they need for this and they work together to create a space and then to determine which brick shapes they are going to use.

Children who use English as an additional language are suitably supported so that they make acceptable progress in relation to their starting points. Practitioners work with parents in order to learn key words in the child's home language. This aids them in early communication with the children and provides a platform on which to build children's understanding and use of English. Children are offered a range of opportunities that

promote their physical development. For example, they enjoy using the climbing frame and tricycles, thereby promoting their skills in balance and coordination. Children are offered some opportunities that help them appreciate diversity in the world around them. For example, they enjoy stories that illustrate different abilities and beliefs. However, resources and activities are not consistently used in order to promote children's full awareness of the wider diversities of society. Children's language and communication skills are appropriately promoted as practitioners engage them in discussions, for example, about favourite foods and recent events.

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

Practitioners make appropriate use of the key person system to support partnership working with parents. This aids them in obtaining a suitable understanding of each child and in offering them relevant support. As a result, children are secure at the setting and develop good relationships with practitioners. For example, they often go to practitioners with toys or books to share. Children's confidence and self-esteem are promoted as practitioners offer them relevant praise and encouragement. Children, therefore, feel positive about their play and so are suitably prepared for learning when they move on to school.

New children are supported in settling because practitioners work with parents to find out about their preferences and abilities and are sensitive to these. For example, they make sure that new children understand the routines at snack and story time. Children play in a mixed group throughout the session and so have opportunities to learn from each other. Sufficient consideration has been given to ensuring that indoor areas are adequately equipped and that children can make some choices about their play. For example, children choose books from the shelves and sit on cushions to read these. However, resources in the outdoor area are not as easily accessible and so do not make full use of opportunities for children to select their own toys and equipment and so extend their play.

Children gain an understanding of how to manage their behaviour as practitioners offer them explanations about this. They also encourage children to share and take turns. Children are adequately supported in developing their self-care skills. For example, they are encouraged to try putting on their own coats before going outside. Children are offered some opportunities to learn about healthy lifestyles. For example, their understanding of healthy eating is promoted as they discuss this and refer to illustrated placemats that reinforce their knowledge. However, their wider understanding of other health issues, such as the effects of exercise and the relevance of good hygiene, is not always promoted. Children are suitably supported in understanding how to keep themselves safe. For example, they use role play traffic lights to help develop their understanding of road safety.

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

This inspection was brought forward due to concerns relating to the learning and development requirements and the safeguarding and welfare requirements. Safeguarding

arrangements are sound and include a clear written procedure that is reviewed regularly. All practitioners have attended relevant training, including the designated practitioner for this area. Practitioners understand their role in working in partnership with other agencies and have experience in this. They demonstrate a clear understanding of the process to follow should they have any concerns about a child. Robust procedures ensure that all practitioners are suitable to work with children. Appropriate risk assessments and daily safety checks ensure that hazards are minimised or removed so that children's safety is promoted. The building, toys and equipment are clean and in suitable condition for children to use. This is further supported through a clear programme for the ongoing maintenance and systematic replacement of resources and equipment. Children's safety is further promoted as correct staffing ratios are maintained and practitioners are well deployed so that children are always directly supervised. However, the learning and development requirements are not fully met as planning procedures are not always effectively used to plan challenging experiences for all children. The setting has been given a notice to improve in relation to this. The manager, practitioners and the management committee work appropriately together to evaluate the work of the setting and have a clear picture of their strengths and weaknesses. The manager uses this information to develop suitable action plans that lead to improvements. For example, recent changes include the installation of a new outdoor play surface. This area is now safer and offers children additional play opportunities.

The manager implements appropriate procedures to supervise practitioners and identify training needs. They are supported in attending training and gaining higher childcare qualifications and this has a positive impact on children. For example, as a result of specific training, practitioners have extended the resources in the role play kitchen in order to promote children's imagination and stimulate language and thinking. Practitioners work together to ensure that they understand the requirements of the Statutory framework for the Early Years Foundation Stage. For example, they use their team meetings to review any updates and check that they are promoting children's health, safety and welfare. The manager's informal ongoing monitoring supports her in identifying any areas where children require further help.

Practitioners have experience in working with other professionals. This supports them in seeking any further help required by children and their families. There are appropriate procedures for sharing information with other providers caring for the children. For example, they work with childminders when carrying out the progress check for children aged two years. Practitioners work in partnership with parents and keep them adequately informed of their child's progress and activities. For example, they talk regularly with parents and offer them opportunities to view their child's assessment records. Parents report that they appreciate the parent induction procedure as this ensures they are aware of the procedures and daily practice at the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY312527
Local authority	Central Bedfordshire
Inspection number	949468
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	29
Name of provider	Arlesey Preschool Committee
Date of previous inspection	10/02/2009
Telephone number	07815 293670

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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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