

Harlington Village Pre-School

The Conifers, Harlington Lower School, Westoning Road, HARLINGTON, Bedfordshire, LU5 6PD

Inspection date	08/05/2014
Previous inspection date	19/01/2010

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		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

- Staff provide an inviting and stimulating range of resources and activities to engage the children. Therefore, children explore and become engaged in their own learning.
- The quality of teaching is consistently good. As a result, children make good progress across all seven areas of learning.
- Children are happy and secure because of the caring and trusting relationships they share with adults. This secure base enables children to develop effective relationships with their peers.
- All staff have an excellent understanding of safeguarding as this is given high priority. Therefore, all children are kept safe.

It is not yet outstanding because

- Performance management of staff is good. However, there is scope for improvement by developing more formal appraisals, in order to ensure that all staff are constantly updating their already good knowledge, understanding and practice.
- Monitoring of assessment is not yet sharply-focussed on striving for the highest levels of achievement for all children over a sustained period of time.

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 main playroom and the outside learning environment.
- The inspector conducted a joint observation with the pre-school leader.
- The inspector held a meeting with the leader of the provision.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jill Hardaker

Full report

Information about the setting

Harlington Village Pre-school was established over 20 years ago and registered in 2004 on the Early Years Register. It operates from a self-contained building within the grounds of Harlington Lower School, Bedfordshire. The pre-school is run by a committee of parents. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play and a shaded area shared with the reception class of the school. The pre-school employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 1, one at level 2, four at level 3 and one holds Qualified Teacher Status. The pre-school opens Monday to Friday, during term times. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend the current monitoring of the staffs' already good assessments of children's learning in order to ensure they are consistently updated and precise and are sharply-focussed on striving for the highest levels of achievement for all children over a sustained period of time
- strengthen the established programme of professional development further to enable staff to constantly improve their already good knowledge and practice.

Inspection judgements

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

Children can freely access the pre-school's wide variety of toys and resources that cover all areas of learning. The environment is carefully planned and inviting. Therefore, children quickly settle and become engrossed in their play. Staff have good knowledge of the children and make timely interactions in order to extend children's learning through effective open questioning. Consequently, children make good progress and hold effective conversations with staff and with each other. Children are confident to express their thoughts and opinions. For example, at circle time a member of staff shows the children plants that they are going to plant out that day. She explains that this did not happen because it was raining. A child responded 'but plants like rain'. As a result, the staff member begins to talk about what plants need to grow and this extends further the children's knowledge of the world.

Staff extend children's development in mathematics by using daily routines to count and point out numbers. For example, boots are numbered and the children are encouraged to find two boots with the same number before going outside. This makes mathematics fun and encourages the children to recognise numbers in other areas of the environment and use number in their conversations.

In recent weeks, activities and resources based around science have been introduced. The children show an inquisitive interest in the changes happening to stick insects. They readily point out and talk about the changes they observe. This enables them to develop an understanding of changes happening in nature. Members of staff build on the theme of growing by showing the children tomato plants. They talk about the changes they will see from the plant, flower and tomato. The children become excited as they think about eating the tomatoes for snack. Consequently, they develop an interest in healthy food.

Mark making is given high priority both inside and outdoors. A wide range of resources are available and children are encouraged to write their names so helping them be ready for their next stage in learning. An interesting office with telephones and keyboards enables writing for a purpose to happen. Consequently, children spend considerable time making telephone calls and writing notes. Staff members extend mark making further by providing a variety of buckets and brushes outdoors. The children enjoy collecting rain water and use large movements to make marks. Therefore, extending their physical development.

Observations and assessments of individual children are carried out regularly. This ensures children make good progress. Starting points are clearly identified. Staff members have a good understanding of their key children's development and next steps. School readiness is given high priority and effective links are in place with the village school. The teachers from the school visit the pre-school during the summer term and lead activities and stories. This enables the children to begin to develop a relationship with their teacher therefore making the transition to school a positive one.

Parents are well informed of their child's development through the good knowledge the staff members have of the children being shared with them. The pre-school operates an open door policy which enables parents to have access to their child's development book. Many parents volunteer to help out in the pre-school on a regular basis. This encourages an effective partnership with parents and home learning is encouraged. Consequently, children's learning is extended beyond what they learn at pre-school.

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

Children feel secure in the calm, caring, enabling environment because of the trusting relationships they share with staff. All staff have high expectations of behaviour and are consistent in their approach. Therefore, children's behaviour is excellent and they have developed skills to cooperate and sort out disagreements with their peers. Children's efforts are valued and praised. For example, a mark made by a child on their picture to represent their name, results in a 'well done' comment from a member of staff. This enriches the child's confidence and self-esteem.

On most days children access the garden freely. They are encouraged to find their coats and boots. A member of staff discusses the need for warm coats with hoods up and boots on as it is raining. This protects children's health and well-being and promotes independence. This is extended further as children access the toilet and effectively wash their hands. Snack times are used to develop skills, such as pouring drinks, counting cups and learning about healthy foods. Staff members use this time to encourage social conversations. For example, discussing children's favourite foods. This promotes children's excellent communication and language skills. Children show they are learning to keep themselves safe by correctly using resources, such as scissors and explaining rules to their peers.

Staff are deployed well in the pre-school. They observe effectively and because of their good knowledge of the children their interactions are timely and with purpose. For example, a child becoming frustrated with fixing construction toys together is supported by staff. This enables the child to continue in his play and become pleased with the end result. Therefore, enriching his self-confidence and achievement. All staff are excellent role models by being enthusiastic, showing respect for each other and giving frequent praise.

Parents speak very highly of the provision. They are aware of their child's key person and feel supported by the pre-school staff. The staff have recently developed a summative assessment sheet to be used in the children's last term at the pre-school. This is shared with the parents and they are encouraged to share it with the school. Therefore, the school have a good understanding of children's starting points.

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

The leader and committee understand their roles and responsibilities to meet the safeguarding and welfare requirements. A thorough recruitment and induction process is in place with all necessary checks being made. All staff demonstrate a clear understanding of safeguarding procedures which are reflected in the policy. All staff are aware of and understand their responsibility to report any concerns they have about a child. Most of the staff have a current paediatric first aid qualification. Therefore, children are safeguarded well and are secure in the pre-school.

Professional development of staff is given high priority with many of them undertaking or just finished further qualifications. Continuous professional development records show a high attendance at recent relevant training courses. The impact of this is evident in the pre-school as staff evaluate their practice. Consequently, practice is improved and children's development is enhanced. Performance management of staff is based on a 360 degree questionnaire. Staff members, parents and peers are asked to contribute to this by stating strengths and areas of development. This enabled one staff member to develop her skills in speaking to parents. Therefore, developing a more effective partnership with them. However, there is scope to strengthen this further by introducing more formal appraisals in order that all staff constantly improve their already good knowledge and practice. The pre-school staff are reflective of their practice. Staff meetings are held regularly and used to update the self-evaluation form and reflect on staff practice.

Consequently, ongoing development is planned and the provision is strengthened further.

The systems used to track children's progress are well established. All staff are able to identify and discuss gaps in children's learning. Any gaps are effectively addressed. Consequently, children consistently move on to the next steps in their development. However, there is scope to strengthen the closer monitoring of children's assessments in order to ensure they are consistently updated and precise and are even more sharply-focussed on striving for the highest levels of achievements for all children over a sustained period of time.

The pre-school committee is active in supporting the leader and the staff members. The chair of the committee visits the pre-school most days. Therefore, all staff feel supported and valued in their work. Parents readily volunteer to be part of the committee and some stay on for many years. This reinforces the strong partnership with parents and ensures parents have a voice in decisions made. The pre-school has strong links with the village school. Teachers visit during the summer term and children have access to the school play area. Consequently, children are familiar with the school and talk excitedly about moving to 'big school'.

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	EY280224
Local authority	Central Bedfordshire
Inspection number	861037
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	42
Name of provider	Harlington Village Pre-School Committee
Date of previous inspection	19/01/2010
Telephone number	07963 534038

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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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