

# Arlesey Preschool

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

<b>Inspection date</b>	29/09/2014
Previous inspection date	21/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 interact sensitively with children to support learning and to teach new concepts and skills. As a result, children engage enthusiastically in activities.
- The key-person system is effective. Key persons know their children well and ensure that their social and emotional needs are well met. As a result, relationships between staff and children are good and this fosters a sense of belonging.
- Staff have a good understanding of safeguarding and know the steps to take in the event of a concern. Consequently, children's safety is promoted.
- There are good partnerships with parents. This means that staff and parents work together effectively to support the children as individuals.

### It is not yet outstanding because

- Staff do not consistently plan activities that fully extend children's skills in creative and critical thinking.
- The current programme of appraisal and supervision does not consistently include opportunities for staff to reflect on their own practice and identify their training needs.

## 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 indoor and outdoor areas.
- The inspector held a meeting and conducted a joint observation with the pre-school leader.
- The inspector spoke to staff and children throughout the inspection as necessary.
- The inspector looked at children's assessment records, planning, progress tracking data and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the pre-school leader's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Anne Bell

## Full report

### Information about the setting

The Arlesey Preschool opened in 1983 and registered at its current address in 2005. It is on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is situated in a community building in Arlesey, Bedfordshire and is managed by a voluntary committee. It operates from one main room and there is an enclosed area available for outdoor play. The pre-school opens Monday to Friday during school term times. Sessions are from 8.55am until 11.55am and from 12pm until 3.15pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-olds. There are currently 31 children on roll in the early years age group. The pre-school supports children who speak English as an additional language. It employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3.

### What the setting needs to do to improve further

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

- extend the opportunities for children to think critically and creatively during adult-led and child-initiated activities
- provide more consistent opportunities for staff to reflect on their own practice and identify their training needs.

### Inspection judgements

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

Staff have a good understanding of how to support children's learning as they choose their own activities. Staff use teaching techniques, such as demonstrating, explaining and open-ended questioning, to encourage children to talk about what they are doing and learning. For example, when a child is trying to build a track for his train, a member of staff supports him sensitively by asking him what he could do to make it longer and how he could make the pieces fit together. As a result, the child persists and achieves an end result that he is satisfied with. However, although staff are supportive of children's learning, they are inconsistent in planning activities that fully maximise children's skills in creative and critical thinking. Staff carry out regular assessments of children's interests and development. This information is used to identify children's next steps in learning. These are then discussed with other staff members and included in further planned activities. As a result, activities are matched to children's identified learning needs. When children start at the pre-school, an initial assessment is carried out with regard to their stage of development in communication and language. Staff regularly update this information so that children's strengths and areas for development are identified. This

means that additional support can be provided, as needed. Children who are learning English as an additional language are well supported. Labels around the room display words in the children's home language. This shows children and their families that their languages are valued.

When children arrive at the pre-school, they self-register by finding their own name card and placing it on an alphabet chart, matching to their initial letter. This promotes children's letter recognition, as well as independence. Children come together at the start of each session to be welcomed and to engage in group activities. This supports children's listening and attention skills and gives them a sense of belonging. Staff also use this time to teach children basic concepts, such as colour names, numbers and letter names, as well as songs and nursery rhymes. During the session, staff provide activities and resources that cover the seven areas of learning. Children choose their paper and aprons and use the easel to paint. There are a good range of craft resources that children can access independently. This promotes their creative development. Children use writing tools, including large coloured chalks on the chalkboard in the garden, to draw and make marks. This, along with rolling and squeezing play dough, promotes the development of the muscles in their hands in preparation for writing. Children engage in role play, both indoors and outdoors. This includes a home corner where they prepare pretend meals and look after the dolls, and also a pirate ship outdoors where they can climb and use their imagination to look for other ships. Children thoroughly enjoy the outdoor area. Here, staff support their learning well when children show an interest in the patterns on some large tyres. The staff member suggests that children find some paper and crayons to do some rubbings, and this becomes an activity that the children engage in enthusiastically, extending their learning to finding many more patterns in the environment. At all times, children are busy and engaged in activities. They actively explore their environment and make their own choices about what they want to do. As a result, they learn to lead their own learning and play.

Staff use a range of systems, such as daily feedback, regular newsletters and notices within the pre-school, to keep parents informed about what their children are learning. Parents' involvement in the setting is welcomed, either as part of the management committee or by taking part in pre-school sessions. Parents are well informed about the pre-school's policies and procedures as staff share these with them prior to their children starting. Staff provide daily opportunities for children to participate in group activities for short periods of time. This helps children to learn to sit and listen carefully to the staff and is a good preparation for future learning at school.

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

Children display high levels of self-confidence and move around the pre-school happily. They demonstrate through their warm interactions that they have made secure attachments with their key-person. Children visit the pre-school with their parents before they start. Staff use this opportunity to talk to parents about children's care needs. Parents also complete an 'All about me' form which gives staff information about their child's needs and interests. As a result, staff understand children's individual needs and they settle quickly. Staff are good role models. They are calm and consistent, and as a

result, children's behaviour is good. Any occasional instances of unwanted behaviour, such as snatching, are calmly dealt with by staff, who remind children how to share and take turns. Staff also use group time at the start of the session to explain to children the importance of sharing and being kind to one another. Children learn about different cultures and traditions as they celebrate a range of festivals throughout the year, such as Diwali and Chinese New Year. This helps children to develop a positive attitude towards diversity.

Children learn about the importance of healthy eating as they enjoy their attractively presented snacks of fruit and breadsticks. They develop their independence by helping themselves to their own portions and by pouring their own drinks. Older children use the toilet independently and show a good understanding of when to wash their hands. This growing independence, along with the qualities of confidence and self-esteem that children develop while at the pre-school, means that they are well prepared for school. Staff teach children to keep themselves safe by reminding them to walk and not run indoors, so that they do not slip and hurt themselves.

Staff prepare children well for the move to nursery and school. Staff invite teachers into the pre-school to meet the children and to share information. They also take children to visit their new setting. Consequently, children are emotionally supported as they move between settings.

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

The pre-school leader and her staff demonstrate a secure understanding of their responsibilities with regard to safeguarding children. All staff attend regular safeguarding training to update their knowledge and skills. Therefore, they know how to identify the signs of abuse and how to report such concerns within the pre-school and to other agencies. Where necessary, the staff work in partnership with other agencies to support vulnerable children and their families. The pre-school committee follows safe practice guidelines when recruiting new staff. They interview prospective candidates, take up references and obtain Disclosure and Barring Service checks. This ensures that the necessary checks have been carried out on all staff and that they are suitable to work with children. As a result, children's welfare is promoted. Staff follow effective practices to keep children safe. Controlled entry to the premises, and a signing-in system, help to ensure that children's security is maintained appropriately. Mobile phones are not used when the children are present. Staff seek parental permission to take photographs and only use the designated pre-school camera. After use, photographs are immediately deleted. Fire drills are regularly carried out so that children and staff can evacuate the building quickly if there is a fire. All staff have completed paediatric first-aid training. This means that children are treated promptly in the event of an accident.

The pre-school leader works alongside the staff on a regular basis and monitors the delivery of the seven areas of learning through weekly planning and daily evaluations. Staff have individual roles and responsibilities to ensure that areas such as health and safety, special educational needs and looked after children receive appropriate monitoring.

The pre-school takes part in the local authority's language programme. This supports children with the early stages of language and communication. There is annual appraisal for staff. This provides them with the opportunity to reflect on their performance within the staff team and on the organisational aspects of the pre-school. However, there are less consistent opportunities for staff to reflect on their own practice in terms of teaching and learning and to identify their training needs in this regard. Since the previous inspection, the pre-school leadership has been committed to meeting the action and recommendations raised. The pre-school leader and members of the pre-school committee have taken the advice of the local authority and visited another setting to observe good practice. As a result, improved systems for planning children's activities have been implemented. This means that activities now meet children's learning needs more closely. In addition, new resources have been obtained for both indoor and outdoor areas. Consequently, children have access to a more stimulating range of experiences.

The pre-school has established links with local children's centre in order to support children and their families. There are also links in place with the neighbouring nursery school and academy so that children and staff can visit and exchange information at the time of transfer. The pre-school is well supported by its management committee. The pre-school leader and other staff members attend all committee meetings, which ensures that good communication and sharing of information is promoted. Partnerships with parents are good. Parents are extremely positive in their praise, commenting on the supportive staff and how their children love coming to the pre-school.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY312527
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	966263
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Arlesey Preschool Committee
<b>Date of previous inspection</b>	21/01/2014
<b>Telephone number</b>	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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