

# Round Green Pre-School

St. Christophers Church Hall, Felix Avenue, Luton, Bedfordshire, LU2 7LE

## Inspection date

07/01/2015

Previous inspection date

16/05/2014

## 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

- The quality of teaching is consistently good, meaning that staff extend upon children's ideas and maintain their motivation and interest.
- Children develop the skills and attributes they need to prepare them well for their future learning and eventual entry to school.
- The staff are very astute and in tune to children's needs. Their positive interactions and close working with parents enable them to help children to experience a smooth move into the pre-school.
- Staff attend training to embed their knowledge and understanding about safeguarding issues. This enables them to communicate this effectively with parents and provide a safe and welcoming environment for children.
- Leadership at the pre-school is effective in monitoring, motivating and driving forward ongoing improvement in quality for children. This helps to build a happy and stable staff team who enjoy their work.

### It is not yet outstanding because

- At times, staff do not fully promote children's independent thinking and choices by responding to their desire to continue their play outdoors.
- Children do not always learn about how to manage risks for themselves. This is because staff do not consistently explain to them about the measures in place to keep them safe and why these are important.

## 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 children's learning activities.  
The inspector spoke to members of staff and children at appropriate times during
- the inspection and held a meeting with the chairperson of the committee and manager of the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.  
The inspector looked at children's records, planning documentation, evidence of the
- suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare.

## Inspector

Hayley Marshall

## Full report

### Information about the setting

Round Green Pre-School has been open for over 20 years and is managed by a voluntary management committee. The pre-school is registered on the Early Years Register. It operates from two main rooms in a church hall in Luton. Children have access to the enclosed church garden for outdoor play. The pre-school is open each weekday, term time only, and sessions are from 9.30am to 12.30pm. There are currently 23 children on roll, of whom all are within the early years age group. The pre-school serves a wide catchment area and provides funded early education for two-, three- and four-year-old children. A small number of children attend other settings, such as childminders. The pre-school currently supports a number of children with special educational needs and/or disabilities and several children who speak English as an additional language. There are six members of staff, of whom four hold relevant childcare qualifications at level 2 and above.

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

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

- increase children's sense of challenge and independent choices within their learning, for example, by ensuring that staff facilitate their desire to continue their play in the outdoor areas when they choose
- enhance children's learning about personal safety further by teaching them to identify and manage small risks for themselves.

## Inspection judgements

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

Children make good progress at the pre-school because staff plan well for their next steps in learning. By undertaking training to learn about differing approaches to teaching, staff are able to identify what motivates children and effectively extend upon their learning. For example, staff incorporate mathematics into creative activities, such as racing toy dinosaurs through trays of slime. Children learn about trial and error and learn to think critically as they push toy cars through drainpipes. Staff encourage the children to change the angle of the pipe to observe the effect it has upon the cars. These exciting activities sustain children's interest and, as a result, they become confident learners who are ready for starting school. Staff talk to children and promote their communication well. Through story times, small and large group activities and general chatter, staff model language. They use effective questioning, such as 'What do you think will happen?' to help children to become skilful problem solvers. Children who learn English as an additional language learn to communicate well. This is because staff understand how to help them to express their ideas and feelings through their play.

Children develop their physical skills in multiple ways. Staff spend time sitting with children and teaching them how to use tools, such as scissors, safely. Children draw and practise writing because pencils and paper are always freely available for them to have a go. Through sensory play, children enjoy the sensation of feeling materials run through their hands, while strengthening their fingers in preparation for writing. Outside, children run and play on scooters as they develop their larger muscles. However, on occasion, staff do not promote children's free choice and sense of challenge to the optimum. This is because staff divide the children into age groups for outdoor play. This means, at times, some young children cannot fully take their play in the direction they choose. Nevertheless, staff immerse themselves in children's activities and demonstrate their obvious pleasure in supporting children's learning. In turn, this creates a learning environment where children are keen to try out new things and join in with familiar routines.

Staff undertake frequent observations, which they use to accurately monitor children's development. By knowing each child well and working closely with parents, staff are able to quickly identify when children's development does not meet expectations. They take swift action to gain extra support in order to plan to meet children's individual needs. Therefore, children with special educational needs and/or disabilities make particularly good progress at the pre-school. Parents make assessments about children's learning when they first start at the pre-school. These early exchanges of information start the good relationships between staff and parents. As a result, staff can efficiently plan what children need to learn next to move them forward in their development. Parents are able to successfully support learning at home because staff share ideas for activities and explain what children have been learning at the pre-school.

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

The close relationships staff build with children from the very start are key to children's high self-esteem and readiness for learning. Children form close bonds of attachment with the staff because they can rely on them to listen to them and value what they say. For example, if children find it difficult to settle at pre-school at the beginning of term, staff are comforting and reassuring. If children do not settle as the session progresses and say they want their parents, staff telephone them to collect them. This sensitive and caring attitude towards children during the settling-in period means that children feel safe and secure. Furthermore, parents are confident that staff minimise any distress for children, building trusting relationships between staff, children and parents. Staff prepare children equally well for starting school. They invite school staff to the pre-school to help children to become familiar with their new teachers before the move to school.

Staff teach children about expectations for behaviour. They talk to them about their actions and how this might make others feel. The behaviour management techniques staff employ, such as distraction, are effective. Therefore, if children display challenging behaviour, staff deal with it immediately, meaning that it does not impact upon others. By working closely with parents and other professionals, staff create an environment where children can express their strong emotions in ways that are safe. Staff take measures to ensure that the places where children play are safe but do not always teach children about

these. For example, they block off the heating pipes when they become hot and pick up equipment when children knock it over. However, by not explaining to children why they do this, it means that they do not always learn about managing small risks for themselves.

Children learn about healthy lifestyles as staff teach them about the fruit they eat at snack time and explain to them why it is good for their bodies. Children manage their own hygiene by washing their hands and using the toilet independently. They enjoy fresh air and being physically active as part of the daily routine. Children begin to take responsibility as they register themselves when they arrive at the pre-school and hang up their coats after playing outside. Toys and equipment are within easy reach for children, meaning that they can decide what they want to play with. By helping to tidy away at the end of the session, children learn to care for the environment and gain a sense of achievement in their own capabilities.

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

Safeguarding is given high priority at the pre-school. Staff attend training to deepen their understanding and awareness. This enables them to successfully implement their robust policies and procedures. Staff are aware of indicators that children's welfare is at risk and can reliably explain what action they would take to report any such concerns. Staff share their good knowledge with parents, thereby creating a culture of openness. The committee who lead the pre-school are fully aware of their roles in keeping children safe and operating safe employment practices. They complete all necessary checks to help determine the suitability of those who care for children. This, along with staff vigilance in supervising children, means that children are safe at the pre-school.

The volunteer committee is led by a highly committed chairperson who uses his diverse management skills and knowledge of the Early Years Foundation Stage requirements to motivate the staff team. His drive to bring about improvement and provide good quality care for children has led to effective action planning to address weaker areas. The manager had embraced training and taken a proactive approach to addressing the actions raised at the previous inspection. Through visiting other settings, working closely with the local authority development worker and adopting a systematic approach to action planning, the pre-school has made rapid improvement in quality. Staff implement their newly acquired knowledge and this has an evident positive impact on the quality of teaching. By using available data and implementing new monitoring approaches, the manager is able to drive up standards by targeting specific areas. Supervision of staff at all levels is supportive and helps staff to identify personal and professional targets. Consequently, staff are undertaking formal qualifications to further enhance their ability to meet children learning and development needs. The manager monitors the delivery of the required curriculum well and accesses funding to enable the purchase of new equipment. For example, the pre-school has recently introduced new floor mats to help provide cosy areas for play and to reduce noise levels within the hall. This enhances the learning environment and supports children's easy communication by reducing the need for them to raise their voices.

Staff undertake assessments of children's learning and this is moderated by the manager. They complete the progress check for children between the age of two and three years and share this information readily with parents. Parents have the opportunity to be actively involved in steering the pre-school by joining the committee. Staff welcome the parents into the pre-school and they enjoy their time staying to play. They share their ideas and views with pre-school staff, who are receptive to their suggestions. Staff work with other providers who care for children to provide them with consistency in their learning. The close partnerships with other professionals support staff in meeting children's diverse needs. Parents are happy with the care their children receive. They find staff approachable and welcoming and children are eager to attend the pre-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. 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>	155775
<b>Local authority</b>	Luton
<b>Inspection number</b>	977115
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Round Green Pre-School Committee
<b>Date of previous inspection</b>	16/05/2014
<b>Telephone number</b>	07932 822925

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

