

# Carlton Pre-School

Village Hall, The Moor, Carlton, BEDFORD, MK43 7JR



<b>Inspection date</b>	30 April 2015
Previous inspection date	23 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff engage children in discussions where they ask them to predict what might happen and offer solutions to problems. As a result, children develop good thinking skills and are confident to test out what they know.
- From the very beginning, children and families are made to feel welcome at the pre-school. Home visits and All about me books bridge the gap between the pre-school and home. These activities enable children to enjoy a positive experience, which boosts their emotional security when they join the pre-school.
- A culture of reflective practice enables the leadership and management team to hone in upon areas for development. Consequently, self-evaluation is a powerful tool for driving improvement in the pre-school.
- Parents are integral to the pre-school's success. They initiate fundraising activities to extend the range of activities that support children's learning. The committee members work together effectively to provide a good-quality provision.

### It is not yet outstanding because:

- Staff do not place a sharp focus upon the progress check for children between the ages of two and three years. Although completed, it is not always a precise review and consolidation of children's learning at this time.
- Staff do not always evaluate the quality of their training. As a result, they do not explore diverse opportunities to enhance their professional development and increase their knowledge and skills further.

## What the setting needs to do to improve further

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

- enhance the process for completing the progress check for children between the ages of two and three years, for example, by devising a single format that includes all relevant and specific information, and raising the profile of the purpose of the assessment with parents
- extend upon the programme of professional development to include more diverse opportunities to extend staff knowledge and evaluate the effectiveness of training undertaken.

### Inspection activities

- The inspector held discussions with children, staff, a parent and the chairperson of the committee during the inspection.
- The inspector observed children's activities in the outdoor area and inside the hall at the pre-school.
- The inspector looked at a range of documentation, including policies and procedures, evidence of the suitability of staff and children's development records. The inspector read the self-evaluation document.
- The inspector held a meeting with the manager and the chairperson of the committee. The inspector and manager carried out a joint observation of snack time.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff are attentive and support children's good progress in all areas of learning in readiness for school. The outdoor area is particularly enticing for young children. They use all of their physical skills to explore differing types of materials, such as sand and water. Children use their imagination in the outdoor role-play area and learn to take turns during group games and songs. Children's greatest pleasure is to play with the pre-school rabbits who roam freely in the play area. Staff teach children about how to be gentle and kind to them, and by understanding the feelings of the rabbits, children also learn about their own feelings and those of others. This promotes their personal, social and emotional development well. Staff undertake regular, informative assessments of children's learning. They share these as summaries with parents, who are encouraged to give their own observations of what children can do. However, there is less focus upon the progress check for children between the ages of two and three years. Staff do not fully appreciate the value and uniqueness of this check. As a result, it is not always a precise summary of learning to date and parents are not made fully aware of its purpose.

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

The children develop very close relationships with staff. When very young children tire and fall asleep, staff stroke them gently and reassure them. This promotes their feelings of security and contentment. Children play outdoors and grow produce to eat. They also care for the pre-school animals. This deepens their understanding about foods and the natural world. Strict hygiene practices teach children about how to promote their good health after enjoying hands-on learning. Children behave well as staff use egg timers to help them to gain a concept of time when sharing resources. Children become competent and independent as staff give them small tasks, such as cleaning the tables for snack time and serving the food.

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

The pre-school carries out suitability checks for new staff. This, along with good understanding of child protection issues, helps to safeguard children. There is a supportive programme of supervision, which helps staff to feel confident in their role. The staff are keen to develop their knowledge through training. The manager has undertaken a foundation degree, and by doing so, has built upon her skills and uses these to monitor the programme of learning. However, some training is less effective in supporting the pre-school's specific needs. Staff do not always evaluate their experiences, so they do not identify that the training has not met their objectives. Nevertheless, the committee and staff know their responsibilities to meet the requirements of the Early Years Foundation Stage. Children make consistently good progress and parents are very happy with the pre-school. Close working with other settings and professionals means that all children's needs are met well.

## Setting details

<b>Unique reference number</b>	219170
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	865781
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Carlton Pre-School Playgroup Committee
<b>Date of previous inspection</b>	23 November 2011
<b>Telephone number</b>	01234 720194

Carlton Pre-School was registered in 1993. The pre-school employs seven members of childcare staff, including bank staff. Of these, five hold appropriate early years qualifications at level 2 and above, including the manager who holds a foundation degree. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 1pm. On a Tuesday, there is an afternoon session from 1pm until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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