

# Crawley Green & Wenlock Pre-School

Beaconsfield Road, Beaconsfield, Luton, Bedfordshire, LU2 0RW



## Inspection date

Previous inspection date

21 May 2015

10 March 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 use a variety of good, and sometimes outstanding, teaching methods. They allow children to experiment and discover at their own pace. Staff prompt children to solve problems for themselves and provide lots of opportunities for children to be immersed in interesting activities. Consequently, children are eager to learn.
- Children are kept safe as all staff have a good understanding of how to safeguard them. Robust recruitment procedures are in place that the provider follows to ensure that all staff working with children are suitable to do so.
- Managers effectively monitor children's progress. As a result, they quickly identify any emerging gaps in children's development. They promptly seek advice from other professionals and agencies, so that no child's progress falls behind.
- Managers are motivated and strive to provide high-quality childcare and education. Staff are well qualified and access a variety of training courses, which extend their already good knowledge and understanding of how children learn. As a result, staff continue to introduce new and exciting ways to enhance children's learning experiences.
- Staff work in close partnership with parents through a well-established key-person system. Through this, children's individual needs are identified and met.

### It is not yet outstanding because:

- Staff do not always ensure resources within the playroom are set out so that children have sufficient space to comfortably participate and play. As a result, children's learning is not always maximised.

## What the setting needs to do to improve further

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

- reorganise the physical position of chosen activities and resources so that children have sufficient space to join in and play in an unrestricted way.

## Inspection activities

- The inspector saw all areas of the building and garden used by children.
- The inspector observed activities both inside and outside and talked to staff and children at appropriate times.
- The inspector held a meeting with the pre-school manager and had a telephone conversation with the chairperson of the management committee.
- The inspector looked at children's assessment and planning records, evidence of the suitability of staff, and a range of other documentation, including safeguarding procedures and self-evaluation records.
- The inspector undertook a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day and as recorded in written questionnaires and letters.

## Inspector

Katrina Rodden

## Inspection findings

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

Staff skilfully incorporate children's interests in their plans. For example, they regularly transform a role-play area. Children enjoy using carefully selected resources while they pretend the area is an ice cream parlour. The outside area is particularly well resourced. Children dig in soil and plant paper flowers. They compare the height of the flowers and recognise the numerals printed on them. Through this, children's mathematical skills are developed. However, on occasions, staff do not arrange resources and activities located indoors in the most effective way. Children do not always have sufficient space to fully use the toys and resources. Consequently, their independent learning is not always maximised. Staff effectively teach children in readiness for school. For example, children learn to recognise sounds represented by letters. They develop their finger and hand muscles by manipulating dough in their hands to music. As a result, children are ready to use pencils, which supports their early writing skills.

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

Children feel secure as they quickly build strong bonds with their individual key person. At snack time, staff encourage children to choose their food and drink. Children chop their own fruit and clear away their plates and cups when they have finished eating. Staff teach children to use soap when they wash their hands. This helps to develop good hygiene routines. Children behave well in the pre-school. Staff consistently remind them of simple rules, such as being kind to each other. They teach children sign language so that they all, including children who speak English as an additional language and those with special educational needs and/or disabilities, can communicate their feelings. Staff show children picture cards depicting routine activities, such as story time, to support their understanding. Staff supervise children as they take age-appropriate risks. For example, they explain how to stay safe as children climb and jump from a wooden boat in the garden.

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

Managers regularly meet with staff to ensure that policies are consistently followed and that any issues are addressed. Managers and staff work together to reflect on their teaching methods. As a result, they ensure all groups of children make good progress. Managers have established robust safeguarding procedures. Staff ensure the premises are safe by checking for and removing any potential hazards. Staff check the outside area with help from a small group of children. Children return inside, telling their playmates if it is safe to play outside. Through this, children further develop their own skills to manage risk. Managers have established strong links with other providers, including childminders and local schools. They work closely together, ensuring children make good progress in all settings they attend. Managers use effective methods to evaluate the provision. They seek regular feedback from parents, staff, other providers and external agencies. Consequently, a high-quality service is maintained for children and parents.

## Setting details

<b>Unique reference number</b>	EY343239
<b>Local authority</b>	Luton
<b>Inspection number</b>	857277
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	93
<b>Name of provider</b>	Crawley Green & Wenlock Pre-School Committee
<b>Date of previous inspection</b>	10 March 2011
<b>Telephone number</b>	01582 727 651

Crawley Green and Wenlock Pre-School registered in 2006. The pre-school employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. In addition, one has Early Years Professional status and one has Qualified Teacher Status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. There is a breakfast club and an after-school club, which operate from 7.45am to 9am and 3pm to 5pm respectively. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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