

Bedford Road Pre-School

Wilbury Hall, Bedford Road, Letchworth Garden City, Herts, SG6 4DU



Inspection date

7 July 2015

Previous inspection date

8 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager and staff work well as a team and are committed to developing the setting. Their thorough self-evaluation leads to relevant changes. For example, the removal of many of the tables means that children now access the resources more readily and have space to extend their chosen activities.
- Well-qualified staff use effective teaching techniques. They confidently support all children so that they make good progress. They offer children activities that relate to their interests. As a result, children are excited and motivated. They have positive attitudes and are well prepared for the move to school.
- Staff regularly refresh their safeguarding training. They understand how to promote children's health and well-being and have a good knowledge of what to do if they are worried about children's welfare.
- Staff support parents well in extending their children's learning. They meet regularly with parents and provide written information detailing practical activities to try at home.
- The manager and her deputy support staff in attending training and using their knowledge to benefit children. For example, their improved use of resources means that they now encourage children to make marks and practise their early writing skills. This has noticeably increased boys' involvement in these activities.

It is not yet outstanding because:

- Staff do not always make use of all opportunities during some structured activities to fully extend children's creativity and their investigative skills.
- Staff do not always use indoor areas as well as possible to offer children activities and resources that promote their physical skills to the maximum.

What the setting needs to do to improve further

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

- increase the opportunities for children to express their creativity and investigate further during some structured activities
- extend the opportunities for children to engage in physical play when they are unable to use the outdoor area.

Inspection activities

- The inspector observed activities in all three rooms.
- The inspector held meetings with the manager, who is also the owner of the setting, and the deputy manager. She carried out a joint observation with the manager.
- The inspector talked with children and staff at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation. She checked evidence of the suitability and qualifications of practitioners working with children, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Inspection findings

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

Children enjoy choosing from a wide range of activities. Staff interact well with them to extend their learning. For example, children playing with a train set quickly learn to read the signs as they place them at the side of the track. Staff support children in reviewing their learning and extending this. Children remember the book they read earlier and eagerly fetch the toy vehicles that accompany this. They become engrossed as they match the trucks to the pictures and examine the tracks made by the different tyres. The majority of structured activities are well planned and staff encourage children to express themselves and think further. For example, when looking at stick insects, staff encourage children to describe these and talk about what they need to survive. However, staff occasionally adhere to the planning too rigidly and so miss some opportunities to extend children's spontaneous creativity and critical thinking further. Children who speak English as an additional language and those with special educational needs and/or disabilities make good progress. One-to-one support enables them to develop their language and communication, thereby enhancing their future learning skills. The thoughtful provision of a lending library promotes children's enjoyment of books and their early reading skills.

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

Staff communicate well with parents and offer them opportunities to share information about their children. As a result, staff understand each child's needs and help them to feel settled. Staff interact well with the children, helping them to establish secure relationships with their key person and others. Staff sensitively support children in sharing and working together. They offer praise and encourage children to keep trying if their first attempts do not succeed. Consequently, children enjoy new challenges and develop the emotional stability that supports them when they start school. Children enjoy many outdoor activities that promote their physical development. They run, climb, balance and play ball games, going on to talk about how these affect their bodies and help them to stay healthy. However, on some occasions when children cannot use outdoor areas, staff do not always plan the indoor environment in order to offer as many physical play opportunities.

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

The manager is experienced and has a good understanding of the Early Years Foundation Stage. She works efficiently with staff to review policies so that these support them in meeting all requirements. They regularly check the toys to make sure these are suitable for children to use. The manager and her deputy use their experience and qualifications to demonstrate good practice and to support staff in further developing their own practice. Improved procedures mean that staff now work well with schools and other childcare providers to promote children's development. The manager's thorough monitoring means that any gaps in children's learning are quickly highlighted and addressed. For example, staff now offer older children additional resources and activities that help them develop their reading, writing and mathematical skills.

Setting details

Unique reference number	EY428097
Local authority	Hertfordshire
Inspection number	852850
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	50
Name of provider	Karen Louise Keighley
Date of previous inspection	8 November 2011
Telephone number	01462 624572

Bedford Road Pre-School was registered in 2011. The setting employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon. On Monday, Wednesday and Friday a lunch club and afternoon session operates until 2pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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