

Cranfield University Pre-School

Cranfield University, College Road, Cranfield, BEDFORD, MK43 0AL



Inspection date	21 September 2015
Previous inspection date	25 March 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. Staff have an exceptional understanding of how young children learn. They provide imaginative experiences that engage and motivate children to learn. As a result, children make excellent progress in relation to their starting points.
- Children settle very quickly and flourish in this culturally rich and diverse pre-school. They receive warm, nurturing care and are treated with the utmost respect and as unique individuals. This supports children's emotional well-being extremely well.
- Management and staff truly embrace the culturally diverse backgrounds of children and their families. Religious customs, cultural celebrations and British traditions are valued and shared within the group. For example, staff, children and their families share tasty foods from around the world during International Feast Day.
- Parents are highly valued as active contributors to their child's learning and development. There is an excellent two-way flow of information. This enables parents to become very actively involved in their children's welfare and learning both at the home and when their child is attending the pre-school.
- Partnerships with schools, outside agencies and other professionals are very well embedded and highly effective.
- Management and staff demonstrate dedication and enthusiasm for their work. Stringent safety measures and the highly comprehensive safeguarding practices ensure that children feel safe and secure.

What the setting needs to do to improve further

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

- compare and monitor the ways in which different groups of children learn in order to strengthen the already very good assessment procedures.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, discussed self-evaluation and viewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Ann Austen

Inspection findings

Effectiveness of the leadership and management is outstanding

There is an exceptionally strong team ethos. Management and staff are qualified and their ongoing professional development is extremely valued and actively encouraged. This knowledge is reflected in the outstanding care and learning provided and contributes substantially towards the rapid progress children make. The arrangements for safeguarding are highly effective. Staff deploy themselves extremely well. This ensures children are constantly well supervised at all times. Recruitment and induction procedures are very robust. Management and staff effectively use evaluation to pursue excellent and drive future improvements. However, they do not currently monitor and compare the way different groups of children learn.

Quality of teaching, learning and assessment is outstanding

Staff demonstrate a wide range of exceptional teaching techniques. Children's reasoning, numeracy and problem-solving skills are significantly enhanced during many practical activities. They confidently count, and learn to differentiate between size and shape. Children thoroughly enjoy imaginary play experiences. Their learning is enriched because staff know when to leave children to explore and when to sensitively intervene to stimulate their interests and offer support. Staff place a sharp focus on supporting children's developing communication and language skills. They are very skilled at introducing new vocabulary during the context of the children's play and always make time to listen to their thoughts and ideas. Staff demonstrate lively story telling skills and successfully use props to enhance rhyme time activities. As a result, children enthusiastically repeat familiar phrases. The outdoor area provides children with wonderful opportunities to learn outdoors. Children learn how things change over time by planting vegetables and fruits, and eagerly search for living creatures in the mud.

Personal development, behaviour and welfare are outstanding

Children settle very quickly and flourish. Their safety and well-being is central to everything staff do. For example, children with more severe medical conditions have very detailed care plans in place to support their ongoing well-being. Children are exceptionally well supported by the staff team to manage their feelings and behaviour. As a result, children quickly learn how to play cooperatively together and respect one another. Children receive an abundance of praise for their efforts and achievements which very successfully promotes their confidence and self-esteem. They thoroughly enjoy playing outside in the fresh air. Children enthusiastically climb on the wooden pirate ship and eagerly dig in the sand. They are taught highly effective hygiene practices. Vigorous procedures ensure staff are very clear about children's special dietary requirements, preferences and allergies.

Outcomes for children are outstanding

All children are making consistently high rates of progress in relation to their starting points, in preparation for school. High-quality observation and assessment is used to plan stimulating activities which enthuse and engage all children while enjoying endless fun.

Setting details

Unique reference number	EY333038
Local authority	Central Bedfordshire
Inspection number	849148
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	23
Name of provider	Cranfield University
Date of previous inspection	25 March 2010
Telephone number	01234 750 111ex 3603

Cranfield University Pre-School opened in 1968, moving to its current premises in 2003 and re-registering in 2006. The pre-school employs five members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.50am until 12 noon. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

