

Applecroft Pre-School

Applecroft Road, Luton, LU2 8BB



Inspection date	17 March 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers strive for high-quality childcare and education. Staff receive regular supervision to review their practice and performance and to plan for training and development, helping to maintain standards.
- Children are enthusiastic and eager to learn. Staff support children as they learn how to compare measurements, helping them to develop their skills in mathematics.
- An effective key-person system helps parents and children establish trusting relationships with staff. Children quickly settle in the pre-school and enjoy the interactions they have with their friends and staff.
- Staff understand that children learn in a variety of ways. They adapt activities to suit the different stages of children's development. Younger children talk about the texture of foam on a tray while older children draw letters with their fingers.
- Children behave very well. Staff gently remind children of some rules, such as taking turns and being kind to each other. Children learn how to identify how they are feeling and how their emotions and actions make others react.

It is not yet outstanding because:

- Staff do not gather as much information as possible from parents about what their children can already do when they begin to attend pre-school.
- Staff do not always make the most of every opportunity to encourage children to solve problems, predict outcomes or discuss answers with their friends.

What the setting needs to do to improve further

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

- gather even more information from parents about children's prior learning when their children first start to attend the pre-school
- encourage children to think about how they can solve problems, predict outcomes and complete tasks independently with their friends.

Inspection activities

- The inspector observed activities both in and outside the pre-school. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector checked the evidence of the suitability of staff working with children. She looked at relevant documentation including self-evaluation records and the safeguarding procedures.
- The inspector held meetings with the manager and the chair of the management committee.
- The inspector spoke to a small selection of parents during the inspection and took their views into account.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers follow robust recruitment procedures when they employ new members of staff, helping to ensure that staff are suitable to work with children. Staff routinely check all the areas that children use. They remove or reduce hazards and effectively supervise children while they play and learn. Managers evaluate the quality of care and education provided. They seek the opinions from parents and other professionals, acting on suggestions that help to improve the provision. Students are welcomed to the pre-school. Managers ensure all students are clear about their roles and responsibilities throughout their stay. Students are closely supervised and children benefit from their interactions with them.

Quality of teaching, learning and assessment is good

Children are motivated to learn on their own and with their friends. Staff successfully use a variety of teaching methods to support children's progress. Children confidently play games on a computer. Staff encourage them to use their skills in counting to help extend their learning. However, staff do not use every opportunity to encourage children to develop their thinking skills. Staff use their experience and knowledge to plan activities based on children's interests and their next steps in learning. Staff encourage children to think of exciting words to describe animals while they play with models. Staff regularly share information about children's continued progress with parents. However, when children first attend pre-school, staff do not collect extensive information about children's prior learning, to help them swiftly identify children's individual starting points.

Personal development, behaviour and welfare are good

Staff accurately monitor children's levels of well-being. They are tremendously supportive to children and their families, helping children feel settled and secure in the pre-school. Children confidently select activities and resources that interest them, both inside and outside. Children enjoy ride-on scooters and bicycles. They proudly show staff how they balance as they move around obstacles on the path. Staff explain to children why it is important to wash their hands before they eat. This helps children to begin to use good hygiene routines. Children choose when they have a drink and eat their snack. This helps them to understand how to look after their bodies.

Outcomes for children are good

Children make good progress in their learning and development. They are motivated and keen to learn. Managers accurately monitor children's progress. They swiftly identify any emerging gaps in development and promptly put successful strategies in place, to ensure all groups of children continue to move to the next stage in their learning. Children who speak English as an additional language are effectively supported. They learn to associate visual clues with words. Children learn to use signs for key routines and greetings. When the time comes, all children are ready to move on to school.

Setting details

Unique reference number	EY477000
Local authority	Luton
Inspection number	982711
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	42
Name of provider	Applecroft Pre-School Committee
Date of previous inspection	Not applicable
Telephone number	07985765665

Applecroft Pre-School opened in 1971 and was re-registered in 2014. It is open Monday to Friday, term time only. Sessions are from 9.15am until 11.45am and between 12.45pm and 3.15pm. There is a lunch club between 11.45am and 12.45pm. The pre-school employs five members of staff, all of whom hold appropriate early years qualifications at level 3 and above. The pre-school receives early education funding for two-, three- and four-year-old children and supports children who speak English as an additional language.

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