

Denbigh Pre-School

Denbigh Pre School, c/o Denbigh Primary School, Cavendish Road, LUTON, LU3 1JG



Inspection date

8 September 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

- From the very beginning, staff develop close and welcoming relationships with families. Staff encourage parents' active involvement in their children's learning. They support them in a variety of different ways, such as through coffee mornings, weekend fun days and health fairs. There are good links with staff at the adjoining children's centre to further engage families.
- Early years funding is used to enhance the environment and learning experiences for children. The introduction of lessons with a music teacher and a new sensory room has helped to increase children's emotional well-being.
- Staff gather detailed information about children when they first start. They use these details to identify children's starting points and to successfully plan for their learning.
- There are an abundance of activities for children who enjoy learning outdoors. There are opportunities to play with sand, water and climbing frames. Children test out their developing skills and learn about managing small risks as they play.
- Arrangements for supporting children to settle in are well developed. Children get to know the setting and their key person with their parents. This helps to provide good foundations for the close and trusting relationships children have with staff.

It is not yet outstanding because:

- The progress check completed for children aged between the age of two and three years is not always precise. Some checks do not include specific next steps in learning or reflect what staff actually know about children's development.
- Supervision of staff's work does not consistently extend to reviewing the quality of the assessments that staff make of children's progress.

What the setting needs to do to improve further

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

- increase the precision of the progress check for children aged between two and three years to more sharply focus on what they need to learn next to support their ongoing development
- develop a more highly effective way to monitor all aspects of staffs' work, including the quality of assessments they make of children's learning.

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 discussed activities with the manager and staff. The inspector viewed several videos of children's learning activities and talked about these with the staff and the manager.
- The inspector held a meeting with the manager and children's centre teacher. The inspector looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and a small number of parents during the inspection, and took account of their views.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff undertake regular training and are vigilant in monitoring the well-being of children. The manager works in partnership with other professionals to report any concerns about children's welfare. There is a robust approach to managing children's security and safety at the nursery. The well-qualified manager, who is also the registered person for the nursery, is a capable and ambitious leader. She motivates the staff team and leads by her good example. Staff are encouraged to develop their qualifications. They undertake in-house training, as well as attending external courses. This boosts their knowledge and skills. The nursery staff use self-evaluation to bring about ongoing improvements. Staff work well together and have high expectations for what children can achieve.

Quality of teaching, learning and assessment is good

Staff know children well. They observe them and are quick to intervene if they do not make expected progress. Observations are extensive and feed into the planning of activities. Although the progress check for children aged between two and three years is not always precise, this does not have a significant negative impact on children's development. Staff use multiple ways to support children, including using alternative ways to recognise children's development if they have special educational needs or disability. Staff provide good quality teaching. Young children enjoy opportunities to explore different materials and textures. Targeted teaching of literacy and mathematics helps older children to become confident and competent at solving problems. Staff are good communicators who provide commentary on children's activities and use effective questioning. Children who experience a delay in their communication and language skills are supported to make good progress.

Personal development, behaviour and welfare are good

Staff teach children to be aware of others, their beliefs and celebrations. For example, as children stick body parts and features on soft toys, staff skilfully talk about this, helping children to appreciate different characteristics in a meaningful and simple way. Differences and similarities are celebrated, creating an environment where everyone can feel included and valued. Positive images and resources, along with high-quality teaching, help children to learn about tolerance and understanding. Promoting children's good health is given high priority. Children learn about how their bodies work and how to care for them, especially through exercise and healthy eating. Visits from a local dentist help children to understand about making good choices to help care for their teeth.

Outcomes for children are good

Gaps in achievement between different groups of children, especially those for whom the setting receives additional funding, are closing. Children develop into confident talkers. Children who speak English as an additional language quickly start to use familiar words to express themselves. Comprehensive support helps older children to develop skills for starting school. They display high levels of self-esteem and form close attachments to their peers and the staff who care for them.

Setting details

Unique reference number	EY477125
Local authority	Luton
Inspection number	974599
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	60
Number of children on roll	102
Name of registered person	Denbigh Pre School Limited
Registered person unique reference number	RP533632
Date of previous inspection	Not applicable
Telephone number	01582562968

Denbigh Pre-School was registered in 2014 and the nursery has been in operation since 2001. The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including the manager who holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language, and those who have special educational needs or disability.

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