

# Stopsley Village Pre-School

c/o Stopsley Community Primary School, Hitchin Road, Luton, Bedfordshire, LU2 7UG



## Inspection date

8 November 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

- Staff continue to develop their good teaching techniques. They observe children and accurately identify their needs and interests, efficiently using this information to inform activity planning. Activities capture children's attention and support them in developing their knowledge and skills in preparation for school.
- Staff complete training and carry out research, enthusiastically putting any new knowledge into practice. After exchanging information with the school, they now offer children practical activities and resources that help to develop their early reading skills.
- Well-planned daily routines support children in respecting each other and understanding how they can learn together. They enjoy group times, where they listen to others and state their own views and ideas. Interactions such as these also help to prepare children for playing a positive part in society.
- The manager uses practical methods to check children's progress. She quickly notes any weaker areas in their learning and works with staff to address these.
- Staff work well with parents. They meet frequently with them to review children's progress and to offer ideas for simple activities to try at home.

### It is not yet outstanding because:

- Staff do not consistently extend the daily play opportunities to support children in fully developing their creative thinking and their skills in solving problems.
- Staff do not always make the best use of daily opportunities to develop and reinforce children's understanding of the relevance of healthy practices.

## What the setting needs to do to improve further

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

- enhance the opportunities for children to express their ideas further and develop their skills in thinking and solving problems during their daily play and discussions
- extend the daily opportunities that enable children to build their understanding of the relevance of healthy practices.

### 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 talked with staff and children at appropriate times throughout the inspection. She completed a joint observation with the setting manager.
- The inspector held meetings with the setting manager, the nominated person, and with the chairperson and secretary of the voluntary management committee.
- The inspector looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Kelly Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses her qualification well to offer staff practical supervision. Staff who have higher qualifications are good role models, frequently providing training and guidance to others. Arrangements for safeguarding are effective. The manager keeps up to date with local authority procedures. She passes this information on to staff so that all are aware of how to report any concerns about children's welfare. The manager, staff and management committee work well together. They continuously review all areas of the setting and use this information to inform changes. Recent improvements include changes to the room layout so that children can more easily access resources and concentrate on their play. Staff work well with other childcare providers and the local school so that children's care is consistent and their ongoing education is not interrupted.

### Quality of teaching, learning and assessment is good

Staff observe children, noting their interests and using these as a way of extending their learning. After noting that children particularly enjoy painting at the easel, a staff member offers them small whiteboards. The children are captivated and eagerly draw, write letters and use the miniature erasers to rub these out. However, staff do not always make the best use of opportunities to encourage children to solve problems they encounter as they play. Children confidently choose resources. For example, they help themselves to magnifying glasses and examine the texture of pumpkins and plants outside. Opportunities such as these, promote children's skills in exploring and understanding the natural world. Children enjoy opportunities that support them in learning to count and understand numbers. For example, when the register is taken, they carefully count the total number of children present and identify this number on a wall display.

### Personal development, behaviour and welfare are good

A practical induction procedure enables parents to share information about their children. Key persons make good use of this information to build relationships with children and help them to settle. Children respond to the good example set by staff. They show care and concern for one another and quickly learn to share and take turns. They proudly show their work to staff and enjoy celebrating their own achievements and those of other children, thereby building their confidence and self-esteem. Children participate in activities that promote their physical development. For example, they quickly learn how to balance and climb on the outdoor play equipment. They choose from a range of healthy foods at snack time. However, staff do not always use daily opportunities to help children understand the relevance of healthy practices, such as the effects of exercise.

### Outcomes for children are good

All children make good progress. Staff support children well so that they develop the skills that underpin their learning and prepare them for school. Children who have special educational needs and those who speak English as an additional language develop essential social and communication skills that support their learning. For example, children enjoy small-group activities, such as naming and describing items on a tray, where they develop their vocabulary and learn to take turns.

## Setting details

<b>Unique reference number</b>	EY482989
<b>Local authority</b>	Luton
<b>Inspection number</b>	997244
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Stopsley Village Pre-School Committee
<b>Registered person unique reference number</b>	RP907749
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01582 453060

Stopsley Village Pre-School originally opened in 1974 and was re-registered in 2014 due to a change of premises. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and six hold qualifications at level 3 or above, including one who has qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 12 midday and from 12.30pm to 3pm, with a lunch club from 12 midday to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. Staff provide care for children who have special educational needs and children who speak English as an additional language.

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