

Pulloxhill Preschool

Pulloxhill Lower School, Fieldside Road, Pulloxhill, Bedford, MK45 5HN



Inspection date

28 February 2017

Previous inspection date

3 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The pre-school has been through a period of change and instability. The committee members and staff are now broadening their knowledge through working closely with the local authority and by undertaking relevant training.
- Good quality teaching helps to motivate children to learn. Children express their ideas for extending their play. They use leaves to wave as flags and use their imagination as they go on train rides, using rows of chairs.
- Children enjoy playing outdoors; they delight in finding a spider and put it inside a bug box to study closely. They are inquisitive and ask questions as they seek to understand about nature and the differences between themselves and other creatures. Children feed birds and are aware of the different foods that birds like to eat.
- Children mix ingredients together to make dough to play with. They explore the texture and animatedly talk about the imaginary food they make.
- Children have ample opportunities to develop their physical skills. The outdoor area is challenging, with slopes, digging areas and dens. Children show high levels of confidence and good control of their movements as they explore the apparatus and outdoor world.

It is not yet outstanding because:

- Staff have not yet started to review the progress of different groups of children to sharpen the focus of their teaching even further.
- Committee members, staff and parents do not currently combine their expertise and views together to more effectively tackle areas for ongoing improvement.

What the setting needs to do to improve further

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

- use information gained about the progress of different groups of children to sharpen the focus of teaching even further
- develop a more cohesive approach to using the expertise and views of staff, parents and committee members to drive ongoing improvement.

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 manager.
- The inspector held a meeting with the manager and chairperson. She looked at relevant documentation and evidence of the suitability of staff and committee members working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. She spoke to staff and children.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and deputy manager have an extensive awareness of safeguarding issues. They have attended a wide range of training courses that has enabled them to improve and update their knowledge of child protection issues. They have reviewed the policies and procedures and embedded new legislation into practice to help to keep children safe. Recruitment procedures are robust to help confirm the suitability of new staff. Staff have regular supervision meetings that help them to reflect on their role and identify their training needs. This also contributes towards their high levels of motivation and the devotion that they have for their work. Staff are well qualified and knowledgeable about child development. Relationships with parents are strong and regular exchanges of information about learning support children's progress. Parents have opportunities to be highly involved in the direction of the pre-school by becoming involved in the committee that leads the pre-school.

Quality of teaching, learning and assessment is good

Staff identify children's next steps in learning and plan activities that help them to make good progress. There is a broad range of activities on offer and children show high levels of interest as they move around the rooms and go into the garden. Although still in its infancy, staff have started to consult with parents and make arrangements for supporting children who are in receipt of additional funding. They also have plans for how they can review the effectiveness of the support they provide for children. Staff provide exciting activities that encourage all children to take part. They participate in pancake races where they show excitement when they win the race and learn techniques for flipping pancakes high up into the air.

Personal development, behaviour and welfare are good

Children are very well settled and enjoy close relationships with their key person. Parents know their children's key person well and express their confidence in the staff who have a deep knowledge about their children. Children learn about germs and why they must not eat the food they leave out for the birds. Children use the toilet independently and staff attend quickly to children who use nappies, to ensure their comfort. Children play together and behave well. They share and take turns. Older children offer advice to younger children when they take part in races. They also show a good awareness of the need to be careful of younger children when they run around outside. Children learn about being safe and follow routines well. They help staff and are kind and considerate towards each other, for example, by getting coats for one another before they go to play outside.

Outcomes for children are good

Children make good progress in their learning and development. They are articulate and confident talkers who express themselves clearly. During their play, children discuss their ideas and negotiate roles and characters for puppets. Children are starting to form letters and write their names. They show their awareness of numbers as they count backwards from three before they start a race. Older children display the necessary skills they need for being successful when they move on to school in the future.

Setting details

Unique reference number	EY371595
Local authority	Central Bedfordshire
Inspection number	1065147
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	29
Name of registered person	Pulloxhill Pre-School Playgroup Committee
Registered person unique reference number	RP518976
Date of previous inspection	3 July 2013
Telephone number	01525 720426

Pulloxhill Preschool was registered in 2008. It is situated in Pulloxhill Lower School. The pre-school employs four members of childcare staff. They all hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during school term time. Sessions are from 9am to midday and from midday to 3pm. There is also a lunch club from midday to 12.30pm. Parents can also choose to use a late stay option from 3pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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