

Habitat PreSchool Ltd

Transfiguration Church Hall, Cleveland Street, Kempston, Bedford, MK42 8LS



Inspection date

7 March 2017

Previous inspection date

11 March 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 well-qualified staff use good teaching techniques. Their ongoing observations correctly identify children's needs and interests. Staff then include these in the daily activity planning. Children enthusiastically participate in interesting activities that aid them in developing their knowledge and skills in readiness for school.
- Children enjoy opportunities to use local facilities. For example, they visit nearby shops and use the library each week. This helps to build their awareness of diversity and supports them in understanding and valuing their local community.
- Managers and staff attain further qualifications and complete a wide variety of training, putting their new knowledge into practice. For example, staff now make greater use of visual prompts at story time in order to maintain children's interest and enhance their enjoyment of books and reading.
- Staff support parents well in extending their children's learning and development. For example, they offer individual guidance regarding developmental issues. They also lend books and resources for children and parents to use at home.
- Managers use robust procedures to monitor children's progress. They quickly note any weaker areas of learning and address these. Staff now offer children further resources and activities that support them in developing their speech and language skills.

It is not yet outstanding because:

- Staff do not always offer a broad enough range of outdoor learning opportunities in order to fully extend the development of those children who prefer to learn outside.
- Children are not consistently offered opportunities that support them in making marks and developing their early writing skills.

What the setting needs to do to improve further

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

- enhance the use of the outdoor environment to offer further play and learning opportunities to children who prefer to learn outside
- extend the opportunities that support children in making marks and developing their early writing skills.

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 held meetings with the pre-school's special educational needs coordinator and with the finance manager/director and the manager/director, who is also the nominated person. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of the suitability of staff.
- The inspector talked with staff and children at appropriate times throughout the inspection. She completed a joint observation with the manager/director.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of the leadership and management is good

Managers make good use of their qualifications to offer staff practical supervision. Their clear understanding of each child ensures that they make effective use of additional funding to close any gaps in learning. Arrangements for safeguarding are effective. Staff complete training so that they keep up to date with local and national policies. They have a good understanding of the procedures for reporting concerns about children's welfare. Managers and staff review their work and make relevant improvements. Staff now work well with other childcare providers. They meet with them to exchange assessment information and ensure that children's care is consistent and their development promoted.

Quality of teaching, learning and assessment is good

Children enjoy choosing what to play with and work well together. They develop their communication and problem-solving skills as they work out how to arrange wooden blocks to make a bridge. Staff plan indoor resources well so that these contribute to the development of children's skills. Children enjoy exploring the messy kitchen, where they use a range of implements to pour and scoop. Staff listen to children's contributions and adapt activities, contributing to the promotion of children's learning. For example, when looking at a book, children remember songs associated with the illustrations. The staff member builds on this by introducing action rhymes and the children laugh as she makes up songs and they repeat them. Staff encourage children to use resources creatively as a further way of extending their knowledge. For example, children collect conkers and use them in messy play and to extend their skills in counting and weighing.

Personal development, behaviour and welfare are good

The good procedures used to gather information from parents mean that staff understand children's needs and offer them effective support. Children respond to the caring approach and quickly build secure relationships with their key person and other staff. Children mirror the good example set by staff and show a kind, caring attitude towards one another. For example, older children notice younger ones watching and readily include them in their play. Staff promote children's physical development well. Children enjoy regular indoor exercise sessions. They experiment with different ways of moving and staff encourage them to note how this affects their bodies, helping to reinforce their understanding of healthy lifestyles. Thoughtful daily procedures contribute towards building children's confidence and self-esteem. For example, children are proud when their photograph is placed on the positive board and eagerly tell others about their achievements.

Outcomes for children are good

Staff support children well so that all make good progress given their starting points. Children develop the skills that underpin their learning and prepare them for school. They enjoy working independently and in small groups. For example, children play a game where they fish for cards that depict letters and sounds. They name these and go on to think of associated words. Activities, such as these particularly support children who have special educational needs and/or disabilities and those who are learning English. They develop important language skills that support their future learning.

Setting details

Unique reference number	EY378237
Local authority	Bedford Borough
Inspection number	1065216
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	40
Number of children on roll	62
Name of registered person	Habitat Preschool Limited
Registered person unique reference number	RP905517
Date of previous inspection	11 March 2013
Telephone number	01234 852140

Habitat PreSchool Ltd was registered in 2008. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday and from midday to 3pm, with the option of a lunch club from midday to 1pm. There is also the option to vary these hours throughout the day. The pre-school provides funded early education for two-, three- and four-year-old children. They provide care for children who have special educational needs and/or disabilities and those who speak English as an additional language.

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