

Caddington Pre-School

Caddington Village School, Five Oaks, Caddington, Luton, LU1 4JD



Inspection date

14 March 2017

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

- The manager and staff have developed effective procedures to support the efficient running of the pre-school. Staff are aware each day of their roles and responsibilities. They are deployed well to support and supervise children in all areas of the building.
- Children are confident, secure and settle easily. They swiftly build close relationships with their key persons. They enjoy good opportunities to make decisions and learn new skills within the familiar environment and daily routine.
- Staff's support and care for children who have special educational needs and/or disabilities is good. They establish effective partnerships with parents and external agencies to support children's sustained progress.
- Children engage well in imaginative play. They pretend to be hairdressers, using a wide range of resources to take care of each other's hair. Outside, they use a range of tools as they pretend to be builders working together to mend the playhouse.
- Staff help children to learn about each other's families. Children ask for their family posters to be taken off the wall. They spend time together talking about people who are special to them and comparing their experiences from home.

It is not yet outstanding because:

- The management committee does not routinely monitor and support the manager's practice, in order to sharply target the ongoing development of the pre-school to the highest level.
- The manager and staff have not yet established highly effective partnerships with other settings and schools children attend, in order to share information about children's learning and development.

What the setting needs to do to improve further

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

- make more effective use of information gained through supervision meetings to support the manager, to develop practice to the highest possible level
- strengthen the opportunities to share information with other settings and schools children attend to promote further continuity in children's development.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke with staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, the pre-school's self-evaluation, evidence of the suitability of staff and committee members and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff know the possible signs of abuse and when and where to refer any concerns they may have about a child in their care. The committee have established robust recruitment procedures to help ensure that all staff are suitable to work with children. New staff are supported well through their induction and soon feel they are valued members of the team. The manager and staff gather the views of parents, in order to plan for future improvements. Staff confidently talk about the training opportunities they have both as individuals and as a team. For example, all the team have undertaken behaviour management training and talk about the positive, consistent impact it has on their understanding and practice.

Quality of teaching, learning and assessment is good

Staff use their teaching skills well. They plan and provide interesting, exciting and challenging activities that match children's interests. They recognise when children are interested in exploring different textures. Children explore jelly, frozen peas and liquids. They quickly learn that the liquid can be squeezed into a pipette but the jelly cannot. Staff promote children's mathematical understanding as they count with them as they build towers. They help children to learn about three-dimensional shapes as they explain which blocks are cylinders and which are cubes. Staff observe what children know and can do and use this to plan for their individual next steps in learning. They involve parents in their children's learning and regularly receive updates from parents on what children are doing and what their interests are at home.

Personal development, behaviour and welfare are good

Children behave very well. They are polite and kind to each other and to staff. Children play cooperatively together, sharing toys and taking turns. They are quick to say sorry and give their friends a cuddle if they accidentally hurt them. Staff help to promote children's good health. They ensure that children have regular opportunities to enjoy and learn about the benefits of fresh air and exercise. Children enjoy ball games and are eager to show their skills to visitors. They throw and kick balls with precise detail and understand how to score a goal. Children are provided with healthy foods at snack times and they are learning how to attend to their own care needs. They join in enthusiastically when tidying up, praising each other for their good teamwork. Parents speak highly of the staff. They feel their children are happy, motivated and are growing in confidence at the pre-school.

Outcomes for children are good

Children are making good progress from their starting points. They choose to draw and write both indoors and outdoors. Children enjoy using large chalks to draw round each other's bodies outside. They correctly spell out their names for an adult to write on their pictures. Children enjoy listening to stories, which they choose from the wide variety of books available to them. They learn to recognise numbers as they make up tunes on the numbered pans hanging on the garden fence. Children are quickly gaining the skills they need to be ready to move to their next stage of learning or on to school.

Setting details

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|--|---------------------------------|
| Unique reference number | EY539522 |
| Local authority | Central Bedfordshire |
| Inspection number | 1074478 |
| 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 | 24 |
| Number of children on roll | 24 |
| Name of registered person | Caddington Pre-School Committee |
| Registered person unique reference number | RP534574 |
| Date of previous inspection | Not applicable |
| Telephone number | 07719080377 |

Caddington Pre-School was registered in 2015. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday during term time. Sessions are from 9am until 3pm on Monday and from 9am until 1pm on Tuesday to Friday.

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