

Round Green Pre-School

St. Christophers Church Hall, Felix Avenue, Luton, Bedfordshire, LU2 7LE



Inspection date

27 April 2017

Previous inspection date

7 January 2015

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

- Providers follow robust selection and recruitment procedures to help ensure that suitable staff are employed to work with children.
- Staff ensure that children who have disabilities are fully involved in all the activities provided. They work very closely with other agencies and professionals who work with the children, helping to ensure children's care needs are met in the most appropriate way.
- Children form strong bonds with their key person and other staff. They proudly show them their artwork and enthusiastically welcome adults to join their play and explorations.
- Children are motivated to learn. They solve simple mathematical problems while they use magnetic construction shapes. They describe what they need to do next to staff and their friends while they investigate differences in size and weight. This helps to develop their thinking and mathematical skills.
- The manager uses robust systems to monitor the progress that groups of children are making. This helps her to ensure that all children receive the care and education they need to effectively support their learning and development.

It is not yet outstanding because:

- Staff do not consistently share information with parents about 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:

- extend opportunities for sharing ideas and information with parents to further support their children's learning.

Inspection activities

- The inspector viewed activities inside the pre-school and in the garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the manager and chair of the management committee.
- The inspector conducted a joint observation with the manager.
- The inspector checked the evidence of the suitability of staff working with children. She viewed documents, including the safeguarding procedures.
- The inspector took into consideration the views of parents spoken to on the day of inspection.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know how to report any concerns they may have about children's welfare. They ensure the premises in which the pre-school operates are secure before and during each session, helping to keep children safe. Providers and the manager ensure staff receive suitable supervision for their roles. Staff value opportunities to extend their knowledge and bring ideas to the pre-school that enhance children's experiences and learning. For example, recent training has enabled staff to introduce new ways to read and tell stories to children. The manager works with the committee and staff to evaluate the quality of care and education. They value the advice and support given by the local authority to help develop and improve the provision.

Quality of teaching, learning and assessment is good

Staff effectively support children's learning. They consistently use the information they gather from their daily observations of children to help them plan meaningful activities. In addition, staff follow children's interests and spontaneously add challenges to the investigations and play children initiate themselves. Staff encourage children to make meaningful marks in a tray of sand while they play with cars and trucks. This is one example of different ways used to develop children's early writing skills. Children who speak English as an additional language are immersed in activities to support their developing vocabulary. Staff speak clearly, adding key words spoken in the language children use at home, to help them understand and strengthen communication when they first start in the pre-school.

Personal development, behaviour and welfare are good

Children are given daily opportunities to select the equipment and toys that they would like to put out to use themselves and with their friends. This contributes to their ability to make independent choices. Staff encourage children to establish good hygiene routines, such as washing their hands before snack. Children behave well in the pre-school. They listen to staff when they gently remind them of the simple rules, such as sharing and taking turns. Children enjoy using the outside space. They play a game of catch with a ball and skilfully use a variety of wheeled toys, helping to develop their muscles and co-ordination.

Outcomes for children are good

When the time comes for children to move on to school, children are ready for their next stage in learning. They have developed skills to help them, such as recognising letters and numerals. They confidently speak and listen to other children when they share news together. Children are inquisitive and keen to learn. Managers encourage children's new teachers to visit the pre-school, helping children begin to establish a relationship with them before they start school. Additional meetings are held for children needing extra support to help them confidently move on to school.

Setting details

Unique reference number	155775
Local authority	Luton
Inspection number	1089805
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	32
Number of children on roll	35
Name of registered person	Round Green Pre-School Committee
Registered person unique reference number	RP901754
Date of previous inspection	7 January 2015
Telephone number	07527 858602

Round Green Pre-School has been open for over 25 years and is managed by a voluntary management committee. It is open Monday to Friday, term time only, with sessions running from 9.30am to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have disabilities and children who speak English as an additional language. There are five members of staff, all of whom hold relevant childcare qualifications at level 2 or above.

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