

# Bushmead Pre-School

Hancock Drive, Luton, Bedfordshire, LU2 7SF



## Inspection date

4 July 2017

Previous inspection date

20 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff are well supported and confidently use effective teaching methods. They offer children an interesting variety of play opportunities that captures their attention and supports them in developing their skills and knowledge.
- The manager acts quickly to address any weaker areas in children's learning. Staff now offer children further opportunities that support them in recognising and using numbers. For example, children enjoy putting numbered blocks in the correct order.
- Sensitive interaction from staff supports children in learning to manage their behaviour. Children treat one another with kindness and respect. They readily share the resources and invite others to join in their play.
- Parents and other childcare providers report that they recognise the good partnerships the pre-school promotes. For example, they appreciate receiving electronic communications that explain the planning and enable them to build on what children have been learning.
- Staff receive effective supervision. They attend training and use their new knowledge to provide more clearly targeted support to meet children's specific needs.

### It is not yet outstanding because:

- Staff do not consistently extend the opportunities to support children in fully developing their skills in thinking creatively and solving problems as they encounter them in activities.
- Staff do not always offer as many outdoor learning opportunities in order to fully extend the development of children who prefer to learn in this environment.

## What the setting needs to do to improve further

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

- extend the opportunities for children to develop their skills in thinking creatively and solving the problems they encounter during activities
- enhance the use of outdoor areas to offer children who prefer to learn outside further play and learning opportunities.

### 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 pre-school manager.
- The inspector held meetings with the pre-school manager (who is also the nominated person) and the deputy manager. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of the suitability of staff and committee members.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views. She also viewed written feedback from parents.

### Inspector

Kelly-Anne Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and deputy manager make good use of their experience and qualifications to form a firm base that informs their work. This enables them to confidently initiate new activities, such as helping children to feel involved in the community. For example, children visit older people in a residential home. The manager uses thorough self-evaluation procedures and continues to develop the pre-school. He regularly reviews all policies. For example, the complaints policy includes relevant details and ensures that any complaints are recorded and investigated. Arrangements for safeguarding are effective. Staff keep up to date with local procedures and national guidance, and understand how to report any concerns about children's welfare. The manager ensures that any safeguarding concerns are frequently reviewed and reported to the relevant agency.

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

Staff use resources well as a way of engaging children and supporting their early writing skills. For example, children use sticks to make marks and patterns in trays of foam. Children enjoy exploring the uses of technology. For example, they use a digital camera to take photographs and then print these out. Children have many opportunities that support them in learning to follow instructions and work together. They eagerly participate in a group game where they listen carefully to different sounds and hold up the picture cards that match these. Staff carefully plan indoor resources and use these as a way of supporting children's imaginary play. For example, children enjoy the challenge of chopping real vegetables as part of their role play cafe.

### Personal development, behaviour and welfare are good

Staff use the key-person system well to work with parents. They gather clear initial information and continue to build good communication methods so that they maintain a thorough understanding of children's needs. Staff use this information to help children settle and to ensure they remain secure and comfortable. Children gain a good understanding of safety. For example, staff talk with them about how to use the internet safely. Staff promote children's independence and children enjoy helping with tasks. For example, they help prepare the snack, learning to use knives and cutlery safely and talking about the importance of eating a balanced variety of healthy foods. Children enjoy looking at photographs of activities and talking about the progress they are making. This helps build their confidence and supports them in developing positive attitudes.

### Outcomes for children are good

Staff support children well so that they make good progress and develop the skills they need for school. Children enjoy many opportunities to participate in discussions and make decisions. They talk as a group about the activities available and decide which further indoor resources to put out. They also chatter to staff as they play. These activities help children to develop important communication and social skills that support their learning.

## Setting details

<b>Unique reference number</b>	155768
<b>Local authority</b>	Luton
<b>Inspection number</b>	1087610
<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>	3 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Bushmead Pre-School Committee
<b>Registered person unique reference number</b>	RP517327
<b>Date of previous inspection</b>	20 March 2014
<b>Telephone number</b>	01582 485505

Bushmead Pre-School registered in 1991. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm and from 12.45pm until 3.45pm. There is a lunch club from 12.15pm until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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