

Flitwick Pre-school

36a High Street, Flitwick, Bedford, Bedfordshire, MK45 1DU



Inspection date

Previous inspection date

22 September 2017

8 May 2014

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 manager and staff work well with parents and engage them in their children's learning successfully. Parents receive continual updates on their children's achievements. Staff discuss children's next steps in learning and offer support and ideas to help parents support them further at home.
- Children make good progress and are well prepared for their next stage in learning or their move on to school. They enjoy exploring the range of resources and activities and use their imaginative skills freely in their play.
- Children have good relationships with their key persons and are happy. They behave well and respond quickly to staff's instructions and guidance. Staff consistently recognise individual achievements and praise children for their efforts.
- Children are confident communicators. They interact well with staff and their friends.
- There are effective links with schools and other settings which children attend. This enables staff to share information with teachers and staff to help provide continuity in children's learning, development and care.

It is not yet outstanding because:

- Staff do not make the most of every opportunity to challenge children's thinking and extend their learning as fully as possible.
- Staff occasionally miss opportunities to further develop children's mathematical development, particularly for those children who prefer to be outdoors.

What the setting needs to do to improve further

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

- make the most of opportunities to challenge children's thinking further
- build further on opportunities to encourage children to explore and use mathematical ideas and concepts in their play, particularly those who prefer to learn outdoors.

Inspection activities

- The inspector spoke with staff and children during the inspection at convenient times.
- The inspector spoke with parents and took into account their views.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the nominated person and discussed their role and responsibilities.
- The inspector had a meeting with the manager and looked at relevant documentation, including evidence of the suitability of those working at the pre-school.

Inspector

Helen Harper

Inspection findings

Effectiveness of the leadership and management is good

The manager is very confident and places a high-priority on supporting her staff. For example, she holds regular one-to-one meetings with staff and encourages them to access additional training. The manager and staff complete regular self-evaluation of their practice, this helps to identify areas to develop further. Safeguarding is effective. All staff are clear of their role and responsibility to protect children. The manager has robust recruitment procedures that ensures all staff are suitable to work with children. The manager tracks children's progress to help target children who need additional support. Staff make good use of additional funding they receive for the children. They accurately identify the best ways to target funding to help make a positive difference in children's lives.

Quality of teaching, learning and assessment is good

Children make good progress. Staff observe children and assess their learning well. They identify gaps in learning and plan interesting activities, to excite and encourage children to explore. For example, staff remove chairs from around a table and cover the underneath with paper. They provide pens and pencils, which helps to encourage children to develop their interest in mark making. Children demonstrate good listening skills and follow instructions. For example, during small-group activities, staff ask children to take turns choosing an item, then they all sing a song about it. Children listen to stories and look at books with staff. They turn the pages and join in with storytelling.

Personal development, behaviour and welfare are good

Children are confident, settled and have close, secure relationships with their key person. Staff provide a good range of opportunities for children to help develop their self-esteem and learn to identify and manage risk. For example, each day, a child is chosen to be the helper and takes an active role in helping set up the outdoor play area. They help staff complete risk assessments before children go outdoors, and announce loudly when it is time for snack or outdoor play.

Outcomes for children are good

All children, including those who receive funding, make good progress in their learning. Children quickly develop good communication and language skills. They confidently answer questions and share their thoughts during group activities. Children learn a good range of skills that helps to support their independence. For example, they use knives to spread butter onto their toast and confidently pour their own drinks. Children have the key skills required for their eventual move on to school.

Setting details

Unique reference number	219072
Local authority	Central Bedfordshire
Inspection number	1087660
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	12
Name of registered person	Vicarage Hill Playgroup Committee
Registered person unique reference number	RP518871
Date of previous inspection	8 May 2014
Telephone number	07870 773867

Flitwick Pre-school registered in 1992 and is located in Flitwick, Bedfordshire. There are five members of staff working directly with the children, all of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, from 9.15am until 3.15pm, during term time only. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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