

Arlesey Pre-School

Arlesey WI Hall, High Street, Arlesey, Bedfordshire, SG15 6SN



Inspection date

2 July 2018

Previous inspection date

29 September 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

- Staff confidently implement good teaching techniques. They accurately assess children's progress and competently use their interests to inform planning of activities and resources. Children make good progress and participate in stimulating activities that aid them in developing their knowledge and skills.
- The manager monitors children's progress well and addresses any weaker areas. Staff now offer additional support to younger children to develop their speech and language.
- Staff communicate well with parents. They obtain regular updates about children's progress and activities at home and make good use of this information. For example, they offer children resources that they know interest and enthuse them.
- Children show a good awareness of differences and learn to value these. For example, they examine local, national and international maps and geographical magazines, talking about climates and traditions in different areas and comparing these to their own.
- Staff complete training and use their qualifications well, putting any new knowledge into practice. They now offer children further opportunities to recognise written numbers.

It is not yet outstanding because:

- Staff do not offer children as many opportunities as possible that support them in developing their creative skills.
- Staff do not consistently work as effectively as possible with other childcare settings that children attend to promote a shared approach to children's development.

What the setting needs to do to improve further

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

- enrich the opportunities that support children in expressing their creativity and developing their skills in this area
- build on the opportunities to work more effectively in partnership with all other childcare providers that children attend.

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 a meeting with the pre-school manager. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents 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 works with staff to evaluate the pre-school's work and make improvements. Recent changes include an improved room layout so that children can more easily use the resources. Improved supervision procedures support staff in identifying training needs and developing their practice. Arrangements for safeguarding are effective. Staff regularly refresh their training and maintain a clear knowledge of the possible threats to children's welfare. They fully understand how to report any concerns to the relevant agency. The manager maintains a good understanding of each child's needs. She uses additional funding well to ensure these are met and their development is promoted.

Quality of teaching, learning and assessment is good

Staff interact well with children and encourage them to solve problems. For example, a staff member wonders how they can join two construction pieces and children eagerly work out how to add additional parts. Children enjoy many opportunities that support them in making marks and writing. For example, they chalk on large boards outside and write notes on clipboards and adhesive note sheets. Staff make good use of children's interests as a way of building on their knowledge. For instance, children's interest in insects is extended as they search for these. They complete tick sheets to show which insects they have found, refer to books for more information and eagerly share their findings. Children attending the out-of-school care engage in activities that support their formal learning. These are well balanced with opportunities to relax and socialise with other children.

Personal development, behaviour and welfare are good

Staff use the key-person system well to work with parents. They gather clear information about children, using this to help them feel settled. Staff keep parents informed of their children's progress and offer them support in extending their learning. Children gain a good understanding of how to keep themselves healthy. For example, they explain why they need to drink more water during hot weather. Staff promote children's physical development. For instance, children develop control of their smaller hand muscles as they use tweezers to pick up small objects. Children enjoy discussions at group times, during which they talk about their work and how they have helped one another. These discussions help to build children's confidence and aid them in reviewing their learning.

Outcomes for children are good

All children make good progress and develop the skills that underpin their learning and prepare them for school. They happily organise their independent play and also enjoy working in groups. For example, children sit together and help one another sort construction pieces, discussing and comparing the different shapes and sizes. These opportunities also support children who have special educational needs and/or disabilities, aiding them in developing their communication and social skills.

Setting details

Unique reference number	EY312527
Local authority	Central Bedfordshire
Inspection number	1104388
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 9
Total number of places	24
Number of children on roll	60
Name of registered person	Arlesey Preschool Committee
Registered person unique reference number	RP905395
Date of previous inspection	29 September 2014
Telephone number	07815 293670

Arlesey Pre-School registered in 1983. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 8.45am for breakfast club. Pre-school sessions are from 8.55am until 12.55pm and from midday to 3pm, with the option of a lunch club from 11.45am until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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