

Carlton Pre-School

The Moor, Carlton, BEDFORD MK43 7JR



Inspection date	8 November 2018
Previous inspection date	30 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff have a strong working relationship with the local school. They find out what children need to master to help prepare them for the next stage in their learning and take them on many visits to help make children's transition as smooth as possible.
- Staff consider the needs of the younger children well. They provide children with quiet and comfortable areas to rest and sleep in, and give opportunities for them to learn at their own pace away from older children.
- Children confidently move equipment around the playroom and garden, which helps them experiment and learn in the environment in which they prefer to play.
- Children learn to care for other living things. They take turns to feed their pet rabbit and tell staff when the rabbit needs fresh water.
- Children enjoy playing traditional action games with staff. Children carefully count their footsteps in a game, and squeal with delight when they are chased around the garden.

It is not yet outstanding because:

- Staff do not gather sufficiently detailed information from parents about what their children already know and can do, to help inform planning and next steps right from their first day.
- Key persons are not always successful in receiving regular updates about what children have done or achieved at home, to help strengthen continuity in children's learning.

What the setting needs to do to improve further

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

- gather more precise information from parents about what their child can already do when they first begin in the pre-school, to help plan focused activities right from the start
- create more opportunities to find out regularly what children learn at home, to help maintain continuity in learning.

Inspection activities

- The inspector viewed activities in the playroom and the garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the chairperson of the management committee and with the manager.
- The inspector looked at a range of documents, including evidence of the suitability of staff and children's progress records.
- The inspector read emails and letters from parents and took their views into consideration.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management committee members ensure that staff and new committee members are suitable for their role in helping to keep children safe. Staff know how to report any concerns they may have about children's welfare. The manager works closely with staff and committee members to evaluate and improve the pre-school continually. They gather feedback from other professionals and attend local network meetings with other early years settings to help share ideas and best practice. The manager monitors children's progress and quickly addresses any identified gaps in learning. When necessary, she seeks advice from outside agencies to help support the needs of individual and groups of children. In addition, the manager ensures staff receive training to support their work. For example, they have enhanced their knowledge to support children's emerging communication and language skills.

Quality of teaching, learning and assessment is good

Children follow their own interests while they play and explore together. Staff skilfully add challenges to children's self-chosen activities. For example, children decide to make a bed for a dog from large bricks. When children kneel on their construction, staff encourage children to estimate how many more bricks they will need and allow them time to consider their answers. This helps to strengthen children's mathematical skills. Staff teach children how to hold and use scissors and pencils from an early age. They give children opportunities to repeat and practise these tasks with gentle guidance and encouragement.

Personal development, behaviour and welfare are good

Children behave well in the pre-school. They understand and follow the simple rules set by staff, who act as positive role models. Small disputes are quickly resolved when children are reminded to share the equipment and to be considerate towards others. At snack time, children excitedly try different food from around the world, which the manager brings in for them. When different festivals and celebrations occur, children learn about their origins and follow traditions that are used in different communities. Staff sensitively settle new children into the pre-school. Parents stay with their child until they feel ready to be left for short periods. When children have begun to build strong trusting relationships with staff, parents leave them for longer sessions. This helps make the move from home to pre-school a positive experience.

Outcomes for children are good

Children are motivated and enthusiastic learners. They build on their early language skills to become articulate and confident individuals. Children recognise and begin to write letters and numbers. They work well in small groups and know how to share and take turns. Children carry out tasks by themselves, such as putting their coats on, and help to sweep sand from the floor. This helps them to become independent. Children use the local school hall and become familiar with the feeder school's methods used to teach reading. Feedback from school staff demonstrates that when children start to attend school, they display all the skills to support their future learning.

Setting details

Unique reference number	219170
Local authority	Bedford
Inspection number	10059678
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	20
Number of children on roll	42
Name of registered person	Carlton Pre-School Playgroup Committee
Registered person unique reference number	RP909653
Date of previous inspection	30 April 2015
Telephone number	01234 720194

Carlton Pre-School registered in 1993 and is situated in Carlton, Bedford. The pre-school employs seven members of childcare staff, including bank staff. Of these, six hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am to 3pm on Monday, Tuesday, Wednesday and Thursday. On Friday, the pre-school operates between 9am and 1pm. In addition, the pre-school runs a breakfast club and after-school provision. These operate from 8am to 8.45am and from 3.30pm to 5.30pm every weekday. The pre-school provides funded early education for two-, three- and four-year-old children.

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