

Inspection of Raynham Way Pre-School

Wigmore Primary School, Twyford Drive, Luton LU2 9TB

Inspection date: 7 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and supported effectively by staff who care for them and promote their safety. Staff know the children very well. They talk confidently about children's interests and use their observations well to decide what children need to learn next. Staff have high expectations for every child. They make sure that activities are planned according to children's interests, abilities and learning needs. However, on occasions, children's mathematical language is not always promoted. Staff organise small-group times each day to encourage children's speech and language and to support their personal, social and emotional development. This also helps young children and those children who speak English as an additional language to understand instructions and participate in activities.

Children behave well. They are kind and considerate to each other and show a good understanding of the pre-school rules and boundaries. Children demonstrate very good attitudes to solving problems and working together. They discuss whose turn is next when using pre-school technology resources. Children help their friends to understand how to share and take turns. For example, they confidently use sand timers to ensure that they each get an opportunity to use popular items. Staff communicate well with children. However, sometimes, staff step in with the answers to their questions before giving children the opportunity to express their own thoughts and ideas.

What does the early years setting do well and what does it need to do better?

- Children enjoy story sessions, which are interesting and interactive. For example, staff engage children as they pretend to 'splash' through a river and 'squelch' through mud. Children are expressive and immerse themselves fully as they copy staff and become absorbed in the excitement of the storyteller. This promotes children's language development.
- The key-person system is very effective. Staff work closely with parents to involve them in their children's learning. For example, children regularly take home library books to share with their families. Staff encourage parents to share children's interests and 'wow' moments from home, which are then celebrated at the pre-school. This promotes children's self-esteem and confidence. Parents speak highly of the pre-school team. Staff keep parents updated about children's progress and achievements.
- Children learn about the importance of staying healthy. They benefit from nutritious snacks and follow good hygiene routines. Staff plan opportunities that extend children's learning. For example, children learn about food that is good for them. They are each given a selection of fruit and vegetables to take home. This encourages children and families to look at healthy eating and helps children to learn about where food comes from and how it grows.

- The qualified staff team is led and managed well. The team ensures that children receive a consistently good level of care and education and that all children have full access to their entitlement to early education. Staff are good role models and reflect regularly on their practice. They meet weekly to review and evaluate what they teach. This enables them to make continuous improvements.
- Children demonstrate good control and coordination. They move around the outside area on wheeled toys and skilfully climb apparatus with confidence. Children enjoy being active. They happily engage their friends and staff in playing bat and ball. Children show interest in spontaneous events, such as finding a spider in the outside area, which is then placed in the 'bug hotel'. However, on occasions, children do not have enough time to think about how to respond to questions and comments from staff.
- Children are imaginative. They spend their time purposefully dressing up and engaging in role play. Staff praise children regularly. They acknowledge children's efforts, however big or small. This has a positive impact on children's confidence and sense of belonging.
- The manager encourages staff to extend their continuous professional development with training that enhances their roles. She is effective in promoting staff's well-being with good opportunities to discuss teaching and workloads during regular supervision meetings. Staff speak highly of the support they receive from the manager. This has a positive impact on how well the members of the team work together.
- Staff observe children closely and continue to assess their progress. They regularly review children's progress in learning. Staff use this information to make a plan for each child, which includes activities to support their next steps in learning and meet their individual interests. However, staff do not always include all available opportunities to promote children's mathematical language during everyday activities and routines.

Safeguarding

The arrangements for safeguarding are effective.

The manager implements a robust recruitment and induction procedure for new staff. She ensures that staff are suitably checked before they begin to work with children. Staff receive regular training in safeguarding and protecting children. They are aware of the signs and symptoms that might indicate that a child is at risk of harm. Staff know the procedure to follow if they have a concern and are confident to report directly to other professionals if they felt their concerns were not taken seriously. Staff teach children to keep themselves safe. For example, they help children to understand the importance of keeping themselves safe when using technology.

What does the setting need to do to improve?

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

- explore further ways to enhance children's mathematical language during everyday activities and routines
- provide children with sufficient time to respond to staff's questions and comments.

Setting details

Unique reference number	EY547634
Local authority	Luton
Inspection number	10129844
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	38
Number of children on roll	44
Name of registered person	Raynham Way Community Playgroup And Parent And Toddler Club Committee
Registered person unique reference number	RP904027
Telephone number	01582 418127
Date of previous inspection	Not applicable

Information about this early years setting

Raynham Way Pre-School registered in 2017. The pre-school employs nine members of childcare staff. Of these, eight hold early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.10am until 3.10pm. The pre-school provides funded early education for two-, three- and four-year-old children, and also provides care for children who speak English as an additional language.

Information about this inspection

Inspector

Jo Rowley

Inspection activities

- The inspector held a learning discussion with the nursery manager to understand how the early years provision and curriculum are organised. She completed a joint observation with the nursery manager and together they evaluated the quality of teaching.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at appropriate times throughout the inspection. She also spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019