

# Inspection of Eaton Green Pre-School

Raynham Way Community Centre, 66 Eaton Green Road, LUTON LU2 9JE

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Inspection date:

27 November 2019

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## **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 demonstrate they feel settled and secure at the pre-school. They are eager to explore the many enticing activities available to them, as soon as they arrive. Staff are enthusiastic and greet children warmly. They know what children like to do and support them to engage indoors in high-quality play and learning.

Children understand and manage their own feelings and behaviour. Staff help them to understand how to interact appropriately with others. Children learn how to develop healthy lifestyles. For example, they learn about the importance of exercise and a healthy diet. They have many opportunities for outdoor physical play, such as climbing, running and riding on balance bikes. Children enjoy helping staff with daily tasks. For example, they take the responsibility of safety checking very seriously. Children are able to identify hazards in the environment and staff help them to think of ways to minimise these. This is an effective way for children to learn ways to keep themselves and others safe.

Staff get to know children well. They spend time talking to parents to help them find out what early experiences children have had and what they can already do. Staff talk confidently about children's interests and how they prefer to learn. They have a very good understanding of what children need to learn next and set them appropriate challenges as they play indoors. This helps children to make good progress.

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

- Staff skilfully support children with special educational needs and/or disabilities. They provide them with opportunities for individual learning experiences and support them to engage in play. Staff work closely with parents and other professionals. They endeavour to ensure that children have access to additional services as early in their education as possible.
- Staff turnover is low. Despite this, the provider has rigorous recruitment procedures in place to help ensure staff are suitable to work with children. The managers monitor staff's practice through regular observations of their work and supervision meetings. They identify suitable professional development opportunities to enable staff to continually enhance their knowledge and skills.
- The provider encourages staff to take part in local initiatives to help improve the health and well-being of children and families. Staff support parents to understand the importance of good teeth-brushing routines. They also encourage parents to take children to visit dentists regularly.
- Children use good language as they talk about their own experiences, such as visiting the doctors. They also have many opportunities to develop strong early writing skills. For example, they make marks in notebooks to represent 'patient'

appointments.

- Staff teach children well through their interactions with them. For example, they introduce them to mathematics as they play. Staff help children to explore space, size and shape as they push toy cars down a ramp.
- Parents speak positively about the pre-school and staff. They have good knowledge of children's development and know how to support their learning at home. Parents say their children are happy and look forward to their pre-school days.
- The managers and staff regularly reflect on their practice and look for ways to continually improve. They work in close partnerships with the community-centre staff. For example, they are currently investigating the possibility of converting an area of the building into a bathroom for the sole use of the pre-school children.
- Staff set up a high-quality indoor learning environment each day. Children are excited to take part in the wonderful activities available to them. They become deeply involved in play and learning. However, the same opportunities are not available to children when they are outside. This results in the pre-school children's play becoming mundane as they are not sufficiently challenged in learning.
- The many children who speak English as an additional language make swift and sustained progress in their speaking and understanding of English. Staff use words in children's home languages to help them to settle and understand routines. However, staff do not always celebrate the richness and variety of children's cultures in the best possible ways.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge and understanding of the signs and symptoms that may indicate children are at risk of harm or being exposed to extremist views. They talk confidently of the procedures to follow to report any such concerns within the setting and to relevant safeguarding agencies. Staff regularly complete safeguarding training and discuss any new knowledge they gain at staff meetings. Managers receive regular safeguarding audits from local authority officers. They continually reflect on their policies and procedures in line with local area intelligence.

## What does the setting need to do to improve?

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

- provide more suitable and stimulating outdoor learning opportunities for children to help them to continue their good involvement in learning from inside to outside

- develop more ways for children to celebrate the richness of cultures in the pre-school as they learn to respect the ways they are similar or different to each other.

## Setting details

<b>Unique reference number</b>	EY544888
<b>Local authority</b>	Luton
<b>Inspection number</b>	10130078
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Pasha, Raffet Begum
<b>Registered person unique reference number</b>	RP907005
<b>Telephone number</b>	07728586688
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Eaton Green Pre-School registered in 2017. The pre-school is open Monday to Friday from 8.30am until 3pm during term time only. There are seven members of staff employed at the pre-school and all hold appropriate early years qualifications at level 3 and above. Of these, one holds a level 5 qualification and one is qualified at level 6. The pre-school provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jill Hardaker

## Inspection activities

- The inspector had a tour of the pre-school with the provider. They talked about how the setting is organised and discussed the play and learning opportunities provided for children.
- The inspector observed the quality of teaching during activities indoors and outside.
- The inspector spoke with staff and children during the inspection. She held meetings with the provider and the manager.
- A sample of records, including safeguarding policies and procedures and staff's suitability records, were seen by the inspector.
- The inspector spoke to a sample of parents and took account of their views. She also discussed the ongoing plans for the pre-school with the provider.

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.

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