

Inspection of Denbigh Pre-School

c/o Denbigh Primary School, Cavendish Road, Luton LU3 1JG

Inspection date: 17 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have good relationships with all staff in this friendly and welcoming setting. All staff are aware of the impact of the COVID-19 pandemic. They discuss the particular focus on children's personal, social and emotional development within the setting. Children have extended time to settle and staff sensitively support each child's individual needs. Key persons spend time getting to know their children well. They use children's interests to support planning for the next steps in children's learning.

Children demonstrate that they are happy as they explore the setting and become engaged in activities. They spend long periods in the sandpit. They work together to fill their buckets with sand to make sandcastles. Children seek each other out to play with, developing their social skills further. Staff have high expectations for children's behaviour and, in general, children behave well. While playing, children remind each other to share toys and take turns. This helps to develop their personal skills.

Activities in the garden support children to develop their physical skills. Children ride bikes and climb on the climbing frame. The range of difficulty of the bikes allows all children to join in. Large mark-making opportunities, such as water painting, support children to develop their shoulder muscles ready for early writing.

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

- All children make good progress at the setting. Staff are highly skilled in early intervention and supporting children with special educational needs and/or disabilities (SEND). They work with a large array of professionals. They provide effective and up-to-date information on each child as necessary. Staff communicate effectively to ensure all staff are aware of children's individual needs and how to support them in the setting. This ensures that all children have access to the same opportunities in their learning.
- During the COVID-19 pandemic, the local community was highly affected. Staff went over and above to support the children and families who attend the setting. They created home learning packs for all children and delivered these as required. The manager and her team allowed children to return to the setting at their own pace, ensuring the impact on their emotional well-being was minimal.
- A wide range of resources are available that children can access independently. This allows them to lead their own learning. Staff enjoy playing with the children. They understand when to join in play and when to allow children to explore independently. However, this play does now always allow children to develop their critical thinking skills.
- Staff have a good knowledge of their key children. They have a clear

understanding of children's development levels and use assessments effectively to monitor these. Daily reflection time for the staff allows information to be shared with all key persons. This enables all children to be supported by all staff. Staff adapt activities to suit children. For example, children make fish for the aquarium. Different scissors are introduced to suit the needs of each child. However, challenge is not always offered to the most able children.

- Staff share children's development information with parents, which allows parents to support home learning. Parents praise the setting and the progress their children make. They enjoy the real sense of community at the setting. Parents are very appreciative of the bilingual support the staff can offer. This goes over and above supporting their children and their learning. Staff offer translation for letters and support with doctors' appointments and accessing the dentist. This supports children holistically.
- Staff develop children's language well. They use home languages effectively to support those children who speak English as an additional language. Staff repeat sentences in English once children understand the instruction. This process continues to support children's English language development.
- The manager and leadership team have a clear vision for the setting. Staff supervisions support the team and their mental well-being effectively. The manager offers all staff plenty of opportunities to complete training. This ensures teaching and learning remain at a high level. The manager is part of the team and spends time in the setting with children. This ensures that her knowledge and ability to provide support to staff remain effective.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of the signs and symptoms of abuse. They understand their responsibilities when it comes to reporting any concerns. Staff are confident in their understanding of whistle-blowing and the importance of reporting allegations against members of staff. All staff complete regular training to ensure their knowledge is kept up to date. They have a good knowledge of safeguarding issues, including county lines and the 'Prevent' duty. The manager ensures the ongoing suitability of all staff.

What does the setting need to do to improve?

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

- provide children with time to express their own thoughts and enhance their critical thinking skills
- provide consistent challenges to extend learning opportunities for the most able children.

Setting details

Unique reference number	EY477125
Local authority	Luton
Inspection number	10233909
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	60
Number of children on roll	92
Name of registered person	Denbigh Pre School Limited
Registered person unique reference number	RP533632
Telephone number	01582562968
Date of previous inspection	8 September 2016

Information about this early years setting

Denbigh Pre-School registered in 2014 and has been in operation since 2001. The setting employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including the manager who holds qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 4pm. The setting provides funded early education for two-, three- and four-year-old children. The setting supports a number of children who speak English as an additional language and children with SEND.

Information about this inspection

Inspector
Lisa Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager completed a learning walk with the inspector of all the areas of the setting and discussed their curriculum and what they want children to learn.
- The quality of education being provided indoors and outdoors, and the impact this was having on children's learning, was observed by the inspector.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector looked at reviews from parents during the inspection and took account of their views.
- Relevant documentation and evidence of the suitability of the staff were reviewed by the inspector.

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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