

# Inspection of Almonds Pre-school

Bromham Village Hall, Village Road, Bromham, Bedfordshire MK43 8JP

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Inspection date: 7 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 thoroughly enjoy their time at this friendly, welcoming pre-school. They benefit from warm interactions from nurturing, familiar staff and they demonstrate close attachments. Children demonstrate that they feel safe at pre-school. Staff use children's interests to build a curriculum that stimulates their curiosity. For example, children use their imagination as they take part in role play activities using 'vet' resources and a selection of animals.

Children demonstrate a positive attitude towards learning as they become fully engrossed in activities. For example, young children show high levels of engagement as they take part in a music session. They listen carefully and follow instructions accurately. They learn about the different sounds that a range of instruments can make and sing a selection of nursery rhymes. This helps children develop their speech and language skills.

Children behave very well. They learn to listen and follow instructions accurately, from a young age. Staff encourage children to resolve any minor conflicts independently as they observe and monitor. This helps children to develop their social skills and build friendships. Children develop their independence and self-care skills. For example, they learn to put on their coats and shoes and pour their own drinks using jugs.

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

- Children benefit from group circle times where they listen and have opportunities to learn new concepts. For example, children share their learning experiences from home as they discuss autumn treasures in a bag provided by staff. This helps to develop children's listening and attention skills, and children learn to speak confidently within a group.
- Staff expose children to a language-rich environment. Children develop their vocabulary by learning new words, such as 'hibernation' linked to their current topic of autumn. Staff provide children with opportunities to develop their knowledge and understanding of the natural world around them. For example, they take a walk in the local field and children use their senses to observe changes in their natural environment.
- Staff support children to learn about religious festivals and cultural celebrations. Children see positive images of people in books and on posters. However, staff do not teach children about the similarities and differences that make them unique. This means that children do not have the opportunity to deepen their knowledge of equality and diversity.
- Parents are complimentary about the service the pre-school provides. They state that their children enjoy attending the pre-school. Parents feel that staff keep

them well informed about what their children are learning. They appreciate the journals that staff keep for their children, demonstrating their learning.

- Staff share the same book with children throughout the week. This repetition helps young children learn the language of stories and supports them to be able to retell them. It also helps to develop children's speech and language skills. Children have opportunities to look at a range of other books throughout the session.
- Staff offer children a range of opportunities to develop their physical skills. For instance, young children learn to climb steps and travel down a slide, while older children learn how to pedal and steer a tricycle. Staff focus on promoting children's development of fine motor control. They provide opportunities for children to practise these skills, for example by providing scissors with dough to enable them to strengthen control of the muscles in their hands.
- Managers offer staff regular supervision sessions and opportunities to discuss their roles and key children. However, this requires further evaluation to provide opportunities to extend staff's professional development, to help raise the quality of teaching and learning in the pre-school.
- Staff ensure that children with special educational needs and/or disabilities receive appropriate support. They set individual targets to ensure children make progress that is achievable and relevant to them. Staff make effective use of additional funding by purchasing resources that meet children's specific needs.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand the signs and symptoms that may indicate abuse. They know how to report any concerns they may have about a child's welfare or a colleague's behaviour. Staff have completed training about safeguarding. They understand a wide range of safeguarding issues, such as the 'Prevent' duty. Staff are deployed effectively. They make sure checks of the environment are completed to ensure children's safety.

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

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

- provide more opportunities for children to learn about equality and diversity and prepare them for life in modern Britain
- seek training opportunities to develop staff's skills and knowledge, to raise the quality of teaching to the highest levels.

## Setting details

<b>Unique reference number</b>	219184
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10234344
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Russell, Janis Pamela
<b>Registered person unique reference number</b>	RP512539
<b>Telephone number</b>	07729 583 331
<b>Date of previous inspection</b>	29 November 2016

## Information about this early years setting

Almonds Pre-school registered in 1966. The pre-school employs 10 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and seven hold qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday, with the option of a lunch club until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school provides care for children who speak English as an additional language.

## Information about this inspection

### Inspector

Emma Barton

## 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 their evaluation of the provider.
- The room leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The manager and the inspector completed a joint observation of an activity and evaluated the impact of this.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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