

# Inspection of Downside Pre-School

Chaul End Lane, Luton, Bedfordshire LU4 8EZ

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Inspection date: 10 October 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children's laughter fills the air in this welcoming pre-school that goes above and beyond for all children. Joyous children exclaim, 'I'm so excited, I can't wait' as they take part in their chosen activities. Staff show an excellent understanding of what children need to progress. They expertly use exciting activities that support this. For example, children thoroughly enjoy the play dough table set up as a restaurant, complete with chef outfits and recipes. Children behave exceptionally well. Staff are excellent role models as they show children how to be kind and help each other. When a child cannot find an apron, another child says, 'Take my hand, I'll show you.' Children work together to solve problems. They communicate their ideas and listen to others. Staff support children by asking questions and encouraging them to keep trying.

Children thrive in this inclusive pre-school that creates a secure foundation for learning. Children enjoy great relationships with staff. With support, children develop strong independence and self-help skills. For example, children wash up after snack time and prepare resources for activities. Children learn about being healthy. They discuss how to wash germs off their hands and learn how to care for their teeth during dentist role play. They understand what helps them stay healthy, saying, 'Milk makes my teeth and bones strong.'

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

- The quality of teaching is outstanding. Staff plan broad learning experiences that build on what children can do. Staff know children well and adapt activities to meet individual needs. Children learn about the world by listening to sounds in the garden and growing plants. Maths is skilfully interwoven through all activities for all ages. Story time is a wonderful experience and builds on children's abilities to listen and pay attention. Quality interactions using repetition and props engage children in stories. Small groups allow for staff to include all children. They take turns to complete the missing word in familiar stories. Staff give children time to respond and praise their participation. Parents make use of borrowing books to promote reading at home.
- The special educational needs coordinator is highly skilled. Promptly identifying children's needs and providing exceptional support ensures children's progress. Detailed individual plans contribute to the progress they make. Parents learn how to use the same interventions at home. Continuity of care and learning between home and the pre-school enhances children's development. Parents praise the staff for how well they share information about children's development.
- Tailored training is exceptional and enhances the learning experience for all children. Staff proudly talk about how recent training has improved their

practice. As a result, staff motivation is high and children flourish. The impact of training shines through. Staff clearly understand how to support children's communication and language skills. They show immense talent in creating an environment that immerses children in a world of language. Children use words such as 'nocturnal' and 'excavator'. Staff teach parents how to use sign language, further supporting children's communication.

- Leaders have a clear and ambitious vision that all staff help create. Reflection is a huge part of the evaluation process. Staff reflect on practice daily and share their thoughts, which improves the pre-school. They report that they feel valued and are proud of their team. Parents' feedback is welcome and taken into consideration. Staff and parents praise the leaders for the outstanding support they provide.
- Leaders understand the importance of working with other professionals. They have formed strong links with schools, which ensures smooth transitions for children. Staff work with various professionals to broaden their knowledge, which helps children. Professionals praise the team for their commitment to providing high-quality learning.
- The pre-school is an integral part of the local community. The staff hold events to bring together people of all faiths, cultures and beliefs. Children and their families learn about the community they live in. They celebrate their similarities and differences. Staff play an active role in supporting families. They understand their needs and those of the local community. For example, they support local food banks.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders deploy staff exceptionally well. Staff adequately supervise children and ensure they are available for all their needs. Exhaustive recruitment processes ensure that only those suitable to work with children can. Induction processes ensure that new staff are ready to begin their role and become part of the team. Staff have excellent knowledge of safeguarding procedures. They confidently explain what they would do if they have concerns a child may be at risk of harm. Staff are aware of child protection issues in the community, such as knife crime. They work hard to keep children safe as they get older by installing good morals in the early years.

## Setting details

<b>Unique reference number</b>	EY271008
<b>Local authority</b>	Luton
<b>Inspection number</b>	10233632
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	75
<b>Number of children on roll</b>	111
<b>Name of registered person</b>	Anwar, Shagufta
<b>Registered person unique reference number</b>	RP908173
<b>Telephone number</b>	01582592021
<b>Date of previous inspection</b>	13 October 2016

## Information about this early years setting

Downside Pre-School registered in 2003. The pre-school employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. Four members of staff hold a qualification at level 6. The pre-school opens Monday to Friday, from 8.40am until 3.30pm, during school term time. The nursery provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

## Information about this inspection

### Inspector

Jody Taylor

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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