

Inspection of Harlington Village Pre-School

The Conifers, Harlington Lower School, Westoning Road, Harlington, Bedfordshire
LU5 6PD

Inspection date: 17 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are excited to arrive at this friendly pre-school. Enthusiastic staff greet them and chat about the activities planned for the day. Children are encouraged to play an active role in planning and preparing an exciting learning environment. For example, children attending the breakfast club help staff to set up a sensory farm scene for the pre-school children to enjoy. They enthusiastically prepare fields and fences out of cereal and lay out animals for their younger friends to explore.

Children show high levels of curiosity in their play. They explore the environment and discuss their observations with the attentive staff. Staff support children's critical-thinking skills by encouraging them to explore their ideas. For example, children observe the colours they see in puddles. Staff encourage them to use brooms to combine powdered paints and discuss the new colours that they create.

Children develop close bonds with the nurturing staff. They cuddle up to them to listen to stories and seek staff out to proudly show off their artwork. Children with special educational needs and/or disabilities (SEND) form particularly close bonds with their key staff. They display high levels of affection and demonstrate that they feel secure in staff's attentive care.

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

- Staff are knowledgeable about how children learn. They plan well-sequenced activities aimed at developing children's skills and supporting their future learning. For example, children use a variety of objects to squeeze the juice out of citrus fruits. Staff explain that this helps to develop children's hand muscles in preparation for writing.
- Children behave well at the pre-school. They are kind to one another and encourage their friends to join in activities. Staff use age-appropriate methods to support children's understanding of acceptable behaviour. For example, children understand that it is dangerous to stand on chairs. Staff reward children with stickers when they correctly explain that they could fall off and hurt themselves or others.
- Parents speak highly of staff and the high-quality teaching they provide. They comment on the progress their children make at the pre-school. Parents value the nurturing relationships that staff form with children. They acknowledge how this supports children's well-being and enables them to settle swiftly in pre-school.
- Children of all ages demonstrate high levels of independence. During the breakfast-club session, children pour their own drinks and serve themselves food. They scoop cereal into bowls and spread their chosen toppings onto their toast. Pre-school children are confident in putting on their own coats and shoes

and in tending to their own essential hygiene routines independently.

- The manager and staff establish strong relationships with parents. Parents are fully informed about children's development, with daily updates and regular progress reports. During the COVID-19 pandemic, the team maintained regular contact with families. They participated in online story sessions and distributed resources and activities. Parents play an active role in the pre-school. They show their support in fundraising activities and take part in celebrations and special events.
- Children with SEND are particularly well supported in the pre-school. Staff work closely with parents and other professionals to ensure that children benefit from high-quality, one-to-one care. This ensures that children with SEND make good progress from their starting points.
- Children of all ages thoroughly enjoy the time they spend in the pre-school. Staff are highly skilled at setting up an exciting environment for all children. Children attending the breakfast club enjoy a variety of craft activities and independently select age-appropriate resources. Once the breakfast club has ended, the staff swiftly transform the environment to cater for the specific interests and needs of the pre-school children.
- Staff have detailed knowledge of the children in their care, their abilities and their learning goals. They use this information to plan focused learning activities aimed at supporting children's progress. However, staff do not always use this knowledge of children's next steps when supporting them in activities and sessions of free play. Opportunities to maximise children's learning are sometimes missed.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff demonstrate good knowledge of the signs and symptoms of abuse. They clearly explain the correct process to follow when raising concerns to the appropriate authority. The manager has robust recruitment and induction processes in place. This ensures all staff are suitable to work with children. All staff complete regular first-aid and safeguarding training to keep their knowledge up to date. Staff supervise children well in all areas of the pre-school and conduct regular risk assessments of the environment.

What does the setting need to do to improve?

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

- ensure staff consistently apply their extensive knowledge of children's development needs during activities, to support all children in making excellent progress.

Setting details

Unique reference number	EY280224
Local authority	Central Bedfordshire
Inspection number	10233644
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 8
Total number of places	32
Number of children on roll	93
Name of registered person	Harlington Village Pre-School Committee
Registered person unique reference number	RP523670
Telephone number	07963 534038
Date of previous inspection	31 March 2017

Information about this early years setting

Harlington Village Pre-School registered in 2004. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and from 12.25pm until 3.25pm. Wrap-around care is provided from 7.45am until 8.45am and from 3.30pm until 6pm. The pre-school provides funded early education for two-, three- and four- year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 inspector considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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 2022