

Inspection of Habitat PreSchool Ltd

Transfiguration Church Hall, Cleveland Street, Kempston, Bedford MK42 8LS

Inspection date: 17 January 2023

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 arrive at the pre-school very happy and leave their parents and carers with ease. They demonstrate that they feel safe and secure as they quickly start to explore the environment and resources. Children have developed positive and warm relationships with caring staff, who build on their existing knowledge and help them to make good progress. The children's happiness and their confidence to learn are at the heart of the curriculum.

Children thrive and show high levels of curiosity. They become absorbed in their imaginative play, such as using vehicles to act out their knowledge about filling up a car with petrol at a garage. Children spend long periods at self-chosen activities. They are confident to share their ideas with staff, who encourage the children's interests. For example, when the children pretend to be fairies, staff support them to make paper wings and wands.

Children benefit from a language-rich environment. Staff provide opportunities for children to develop their love of reading as they re-enact their favourite stories. Children follow the story by repeating familiar phrases and using words playfully. Staff capture children's interest in stories as they read with intonation in their voice for the book's characters.

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

- Staff create a sequenced curriculum that incorporates children's evolving interests. Staff demonstrate an in-depth knowledge of each child and talk about their next steps in learning. An effective key-person system is in place. Children have secure emotional attachments with all staff, not just their key person. This helps them to feel settled and secure.
- Children make good progress within the pre-school. Staff skilfully adapt activities to ensure that all children learn in a way that best supports their needs. For example, staff encourage children to choose their favourite song to sing and take part during group time. The whole team works hard to ensure that all children have a positive experience in their early education. This helps children to be confident when they move on to the next stage of their learning.
- Children behave well and understand daily routines and expectations. Staff support children to learn to share and take turns. However, staff do not always teach children methods for managing conflict so that they can resolve issues independently.
- Staff teach mathematical language, such as during group singing times. They practise counting as they sing '10 fat sausages' and use their fingers to represent the sausages that go 'pop' in the pan. However, the staff do not always use opportunities that arise naturally through play and routines to further

develop children's understanding of counting or other mathematical concepts, such as capacity, length and shape.

- Children enjoy playing outside in the fresh air. They have access to a range of equipment and activities that help them to move their bodies and build their muscles. The staff involve themselves in children's play. For example, they enthusiastically demonstrate how to play the hopscotch game. Children show delight as they play hopscotch and practise hopping, skipping and jumping.
- Staff work well as a team and are supportive of each other. The manager uses effective strategies, such as regular appraisal meetings, to promote the positive well-being of staff. Leaders build very strong working relationships with all members of staff. This means that staff enjoy coming to work and are enthusiastic about helping children to thrive.
- Partnerships with parents are good. Parents are given regular information to support their knowledge and understanding of where their children are in their learning. Staff work well with parents to prepare children for new experiences. Parents' written statements speak positively about the pre-school. They say, 'we value the support and advice that was offered to us', 'happy with my child's progress', and 'the key worker is very friendly and explains every step they follow on their learning journey'.

Safeguarding

The arrangements for safeguarding are effective.

All staff have an up-to-date knowledge and understanding of child protection and safeguarding procedures. They are clear about their roles and responsibilities to keep children safe. The staff can recognise the possible signs of abuse. They know the procedures to follow and the professionals to contact if they have concerns about a child in their care. Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children. Staff are deployed effectively and supervise the children well.

What does the setting need to do to improve?

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

- help staff to provide more opportunities for children to develop their understanding of mathematical concepts
- increase staff's understanding of how to support children in learning how to resolve conflict independently.

Setting details

Unique reference number	EY378237
Local authority	Bedford
Inspection number	10235231
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	62
Name of registered person	Habitat Preschool Limited
Registered person unique reference number	RP905517
Telephone number	01234 852140
Date of previous inspection	7 March 2017

Information about this early years setting

Habitat PreSchool Ltd registered in 2008. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. It opens Monday to Friday during term time. Sessions are from 9am until midday, and from midday until 3pm, with the option of a lunch club from midday to 1pm. There is also the option to vary these hours throughout the day. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Tranter

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 manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector held several discussions with staff at appropriate times during the inspection. She also took account of the views of parents spoken to on the day.
- 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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