

Inspection of Turvey Pre-School Playgroup

The Reading Room, High Street, Turvey, Bedford, Bedfordshire MK43 8DB

Inspection date: 23 January 2023

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The provider has not notified Ofsted of changes to committee members to ensure suitability checks are completed in a timely manner. Despite this, children arrive at the pre-school eager and ready to learn. They have superb knowledge of the pre-school routines and know their responsibilities as they arrive, demonstrating their ability to be very independent. For example, children know to hang their own coat on their peg and find their name card to self-register. This gives children a sense of belonging in the pre-school.

Children have a good understanding of staff's expectations for behaviour. They are kind to each other and enjoy playing together, sharing and taking turns. Children of all ages mix well with each other. Staff support older children to understand why younger children may not always know what they should be doing.

Children enjoy a good range of activities because staff use children's interests to plan for their individual learning needs. For example, children show interest in the animal race story as part of their learning about Chinese New Year. Staff quickly respond and use masks to act out the story, allowing children to lead their learning.

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

- The provider has failed to notify Ofsted of changes to committee members over a period of time. This means that suitability checks have not been completed by Ofsted to ensure every individual is suitable for their role.
- Staff are knowledgeable about their children and are clear how to support them in their learning and development. Right from the moment children start at the pre-school, staff take time to get to know their children. They develop an understanding of what skills and knowledge children already have and what they need to learn next. However, staff do not consistently allow children time and opportunities to explore their own ideas and develop their thinking skills.
- Children with special educational needs and/or disabilities are well supported by staff. Funding is used effectively to support their learning and development. The special educational needs coordinator works closely with parents and professionals to provide consistency for children, both at the pre-school and at home. Where professionals create education plans for children, staff ensure these are followed so that children make the best possible progress.
- The pre-school provides a language-rich environment for children. Staff narrate activities for younger children, exposing them to a wide range of language. As children say single words, staff repeat these back so children hear correct word pronunciation. Older children engage in conversations with staff members and their friends, learning to take turns in speaking and listening. Staff introduce a

wider vocabulary to children. For example, while in the home corner, staff talk to children about the size of the cloths they are cutting, introducing the word 'quarters' and explaining what this means.

- Parents provide positive feedback about their experiences with the pre-school and staff members. They talk of the staff's friendly nature and the time they take to get to know their children. Parents value the daily communication from the pre-school. They gain a good understanding of their children's next steps in learning and how to support their children at home.
- Children have access to a tablet, which they use to further explore subject interests and play educational games. However, staff do not always teach children about online safety or have discussions about how to use the internet positively.
- The manager and her team use additional funding well to support children's development. During the COVID-19 pandemic, the pre-school staff remained in contact with families. They offered activity ideas for parents to complete with their children. This ensured children continued to make progress in their learning.
- The manager, who is new in post, is well supported by the committee. She is reflective in her practice and has identified areas for development across the pre-school. The manager supports staff to access training opportunities and encourages them to share their learning. The team uses the knowledge gained from training to improve learning outcomes for children.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not informed Ofsted of new committee members so that relevant checks can be completed to assess their suitability. This means that children's welfare is not thoroughly assured. However, the manager and the staff team have a clear understanding of safeguarding children. All staff complete regular training, and staff discuss safeguarding regularly through frequent meetings. Staff have good knowledge of the safeguarding procedures. They know the importance of acting swiftly to protect children, and they understand the procedures to follow if they have a concern about a child in their care.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve knowledge and understanding of the notification requirements to ensure Ofsted is informed of any changes to the committee members so that suitability checks can be carried out promptly.	24/02/2023
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To further improve the quality of the early years provision, the provider should:

- enhance the curriculum to provide more opportunities to support children's understanding of online safety
- guide staff to support children to develop their thinking skills, allowing them time to create their own ideas and extend their learning.

Setting details

Unique reference number	219100
Local authority	Bedford
Inspection number	10263309
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Turvey Pre-School Playgroup Committee
Registered person unique reference number	RP518992
Telephone number	01234888970
Date of previous inspection	27 April 2017

Information about this early years setting

Turvey Pre-School Playgroup registered in 1993. The pre-school employs five members of staff, all of whom hold relevant childcare qualifications at level 3 or above. The pre-school is open on Monday to Friday during term time. Sessions are from 9am to midday each day and from 12.45pm to 3pm on Tuesday, Wednesday, Thursday and Friday. There is a lunch club each day from midday to 12.45pm. The pre-school also offers a before- and after-school club.

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 their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during an activity.
- The inspector spoke to parents 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 pre-school and committee members.

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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