

Inspection of Eldene Pre-School & Toddlers

Eldene Community Centre, Eldene, SWINDON SN3 3RZ

Inspection date: 15 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children make close friendships and develop secure attachments at this happy, friendly setting. They are warmly greeted by staff at the door and immediately seek out their friends and begin to play. Children play well together in large groups. For example, they play a game of hide and seek, which quickly becomes a dinosaur game. Children squeal with laughter as they crawl through the grass, alongside staff. They pretend to stealthily stalk one another. Children giggle and pretend to pounce on their friends. Older and younger children play harmoniously together. Children are kind to each other and behave well.

Staff prepare interesting activities based on well-known stories. For example, staff put out a large tray filled with teapots, citrus fruit, funnels, jugs and teacups. Children excitedly begin to explore the tray and have a 'tea party'. They open teabags and smell the different aromas, 'This one smells like kiwi.'. Children mix, pour, taste, squeeze and stir different tea and juice. They fill different receptacles and then serve their friends, 'Would you like some tea?'. Staff have a clear understanding of what they want children to learn from the activities they offer. They know children very well and respond quickly to their interests.

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

- Children with special educational needs and/or disabilities are exceptionally well supported. Staff respond quickly to children's learning needs. They use the information they gather from observations to identify any gaps in learning. Leaders work very well with external agencies to ensure that children make good progress and can access the curriculum fully. The manager makes good use of additional funding to support the most vulnerable children.
- Children benefit from a language-rich environment. Staff build on children's communication skills, introducing new vocabulary while they play. However, on occasions, some staff forget to wait before offering an answer to a question or they ask too many questions in rapid succession. Younger children would benefit from more time to process what is being asked of them.
- Staff speak very highly of the support they receive from the manager. Leaders have strong systems in place to support and supervise staff. Staff share that the manager gives them ongoing training opportunities. This helps to develop their professional development. Leaders value their staff team.
- Staff are good role models for children. For example, saying please and thank you and being respectful to one another. Staff put in place good strategies to support children to be kind to each other. When minor conflicts arise staff swiftly intervene and support children to take turns and share. However, staff miss opportunities to teach children about their feelings and emotions when this occurs. This means children do not always understand how their actions have

impact on others.

- Staff share important information with parents about their child's development. Parents share that staff offer tips and activities that they can replicate at home. Staff gather useful information from parents when children start. This helps staff plan activities that build on what children know and link to their interests. Parents comment that they feel children are safe, happy and secure at this setting.
- Leaders have a clear vision for what they would like children to learn. They have developed a broad and balanced curriculum. The manager effectively evaluates her provision. She uses this information to consider what action should take place to raise standards even higher.
- Children are highly independent and have good self-help skills. For example, they prepare snack, pour drinks and wash up after meals. Staff support children to make healthy choices. They discuss where different food types come from during mealtimes. Children develop a good understanding of the importance of a healthy lifestyle.
- Staff use observations to effectively plan activities to help children develop a range of skills. Staff encourage exploratory play. For example, children develop their sensory skills as they play with a range of materials. They explore bread dough, pulses and natural resources. Younger children scoop and pour lentils through tubes and into pots. Older children strengthen their finger muscles as they knead and manipulate bread dough into different shapes.

Safeguarding

The arrangements for safeguarding are effective.

The manager is very confident in her role as designated safeguarding lead. The manager responds quickly to any concerns raised by staff and/or external agencies. Staff can confidently identify the signs and symptoms of abuse. They know what process they should follow should they have concerns. Staff and leaders know what to do should they have a concern about a member of staff. They ensure that they follow local authority safeguarding guidelines on managing allegations. The manager and staff provide a safe environment for children to learn and develop. Staff receive regular training. For example, they know how to identify and respond to concerns around county lines.

What does the setting need to do to improve?

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

- build on behaviour strategies to enhance children's understanding of feelings and emotions and how their behaviour impacts on others
- support staff to make the most of their interactions to extend children's communication skills to the highest level.

Setting details

Unique reference number	507879
Local authority	Swindon
Inspection number	10264733
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 5
Total number of places	38
Number of children on roll	56
Name of registered person	Eldene Pre-School Committee
Registered person unique reference number	RP902146
Telephone number	01793 488802
Date of previous inspection	23 June 2017

Information about this early years setting

Eldene Pre-School and Toddlers registered in 1979 and operates from the Eldene Community Centre in Swindon, Wiltshire. The setting is open daily between 8am and 6pm, 48 weeks of the year. The setting employs 12 staff. Three members of staff hold a level 6 early years qualification. The manager holds a relevant early years qualification at level 5. Five members staff all hold an appropriate early years qualification at level 3. The setting receives funding to provide early education for children aged two-, three-, and four-years-old.

Information about this inspection

Inspector

Gwyneth Keen

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 manager and has taken that into account in their evaluation of the provision.
- The leadership team and inspector completed a learning walk together. The manager shared with the inspector what they want children to learn and how they will do this.
- The inspector and deputy manager carried out a joint observation of a group activity inside.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities both indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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 2023