

Inspection of Caddington Pre-School

Caddington Village School, Five Oaks, Caddington, Luton LU1 4JD

Inspection date: 11 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children happily play and learn in the pre-school. They enthusiastically join in activities that staff have planned for them. For example, they chop vegetables and place them in saucepans before they pretend to cook and eat the food. Children comment on the aromas of the vegetables and talk about the food they eat at home. Children listen to the new words staff introduce to them while they play together. They work out when to use those words, such as 'chop' and 'stew', in their own sentences. This helps children to build on their growing vocabularies in a meaningful way.

Children benefit from spending time with children of a similar age and ability to themselves. Younger children have opportunities to speak and listen in a smaller group, which helps to build their confidence. They repeat favourite activities, which helps them to practise what they already know and understand before they move forward in their learning. This helps children to learn at their own pace.

Children behave well. They are keen to learn and consider the feelings of others. For example, children want to see how high they can launch a beanbag in the air by stamping on a catapult device. Staff gently remind newcomers to the game not to push in. Children quickly remember the order to allow each child to take their turn and give them time to try again if their foot misses the pedal. This contributes to the harmonious environment in which children learn.

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

- Since the last inspection, the manager and staff have worked hard to make significant improvements to the quality of provision. For example, the manager has improved the methods she uses to carry out and record supervision of staff. This helps her to quickly identify any areas for further training and support. The manager and her team have worked closely with child development professionals from the local authority to help address all the actions from the previous inspection. As a result, children's welfare is supported through effective safeguarding, and the quality of education ensures that children make good progress in their learning and development.
- Children confidently lead their own play and exploration. They know where they can find different resources to add to the carefully selected items that staff have put out for them. Children play together in a role-play area that has been transformed into a garden centre. They buy flowers from each other and work out who is going to be the cashier. Staff point out the different values marked on the fake notes. Children look at the notes and match the numbers they see. This supports their learning in mathematics.
- Partnerships with parents are good. Parents comment that they can see an

improvement in the quality and frequency of information they receive from their child's key person. When children first start in the pre-school, staff find out information to help them settle children in as smoothly as possible. For example, they set out favourite toys and read them familiar stories, which helps to make children feel welcome and valued.

- Staff think about the words they use to communicate with children to help extend their learning. They introduce mathematical language in conversations and check that children understand the concepts they relate to. Staff are positive role models for children. They speak clearly to them, using descriptive language that children try out for themselves. By the time children move on to school or nursery, they are confident, articulate individuals.
- Staff are caring and enthusiastic. They know the children well, which helps to create a relaxed and friendly environment in which children make good progress. However, staff quickly give children solutions to problems. As a result, children do not rapidly extend their thinking skills.
- The pre-school is run by a management committee. The members of the committee are willing to support the community pre-school. However, their knowledge and understanding about their roles and responsibilities are variable. As a result, not all members are able to hold leaders to account effectively for the quality of care and education provided.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular training to help refresh and update their knowledge and understanding about safeguarding. This helps them to identify concerns that may indicate a child is at risk of harm. Staff know how and where to record their concerns so that swift action can be taken to help to protect children. The manager regularly checks that all staff are suitable for the roles in which they are employed, which helps to keep children safe.

What does the setting need to do to improve?

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

- give children time to solve problems, find different ways to complete tasks and predict outcomes for themselves
- provide more training and induction for committee members to help them carry out their leadership roles and responsibilities at the highest level.

Setting details

Unique reference number	EY539522
Local authority	Central Bedfordshire
Inspection number	10269283
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	24
Number of children on roll	41
Name of registered person	Caddington Pre-School Committee
Registered person unique reference number	RP534574
Telephone number	07719080377
Date of previous inspection	25 November 2022

Information about this early years setting

Caddington Pre-School registered in 2015. It shares the site with Caddington Village Primary School and Nursery. The pre-school employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school is open from Monday to Friday during term time. Sessions are from 8.45am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in her evaluation of the pre-school.
- The manager and the inspector had a learning walk around the pre-school. The manager described the curriculum and how it supports children's learning.
- The inspector observed activities in the group rooms and in the garden. She spoke to staff and children at appropriate times throughout the inspection.
- The manager and the inspector watched an activity together. The manager identified the quality of the teaching they saw.
- The inspector looked at a range of documents, including planning information and evidence staff's suitability and supervision records.
- A number of parents spoke to the inspector. She took account of their views.
- The inspector held a meeting with the manager.

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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