

Inspection of Arlesey Pre-School

Arlesey WI Hall, High Street, Arlesey, Bedfordshire SG15 6SN

Inspection date: 16 May 2024

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 happily at the pre-school; friendly staff greet them at the door and children separate easily from their parents. They are gaining strong independence skills, such as children sort out their belongings and know what to do to self-register. The key-person system is strong. Children seek out their key person for a quick cuddle or to share their pictures with. Staff are always available for these positive interactions and this helps children to feel secure. Children's skills are developing well. They receive consistent praise and encouragement from adults. Children are keen to help their peers, for instance they model how to use scissors to cut on a line.

Children are learning well as they work through a well-planned sequenced curriculum. Staff know what they want children to learn and the steps they need to work through to achieve vital skills for moving on to school. Children are motivated to try new things and have a go. They persevere in completing puzzles and show pride in their achievements. Children benefit from spending time outdoors. They are active and are learning to use their large muscles for pedalling tricycles and playing football. Children work together on tasks such as building. They discuss their ideas and what role they will play in the building process. Children play together very well and their behaviour is good.

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

- Staff take time to get to know children and their families when they first join the pre-school. They use the information they gain to help them understand and plan for children's individual care and learning needs. Ongoing information sharing with parents enables staff to keep their knowledge of children and families current. As a result, children are supported to make consistently good progress.
- Staff provide good support for children's communication and language development. For example, they sit alongside children in the book area to read stories and children join in. Children are gaining confidence in speaking at group times and are keen to express their thoughts and ideas. These good opportunities help children to become confident talkers.
- Children are learning about each other and how their families are in some ways the same and in other ways different to their friend's. One way they do this is through sharing family books. Children compare photographs of their families and discuss who people are. This results in children comparing and celebrating their similarities and differences.
- Staff support children to enhance their mathematical language and knowledge. For example, they encourage children to talk about the shapes they make out of dough. Children show they are learning how to sequence higher numbers. For

example, when they talk about the day's date they confidently express what number was before and what will come next.

- Parent's comments about the pre-school and staff are positive. They state they feel well informed about their children's development and know how to support their learning at home. Parents say children benefit from having the same key person throughout their time at the pre-school. This helps their children feel secure as the key person knows and understands them as individuals.
- Children are developing into independent learners and demonstrate that they enjoy the activities provided. They move around the different learning areas with confidence, seeking out what they want to do next. However, the routine for snack time is too rigid. This results in children losing learning time as they wait around for snack, but there is not room for them at the table.
- The staff team is very well established, and turnover is low. Despite this, the provider has robust recruitment procedures in place to help ensure staff are suitable to work with children. Staff report they are supported well by the provider and that their well-being is good. There are some systems in place to support staff's practice and to help them develop further, such as through supervision meetings. However, leaders do not yet fully support staff to expand their individual skills, such as through observations of practice and tailored ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- review the organisation of snack time to ensure children remain engaged in learning and activity
- develop further opportunities to extend staff's knowledge and practice to an even higher level.

Setting details

Unique reference number	EY312527
Local authority	Central Bedfordshire
Inspection number	10339145
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 9
Total number of places	24
Number of children on roll	50
Name of registered person	Arlesey Preschool Committee
Registered person unique reference number	RP905395
Telephone number	07815 293670
Date of previous inspection	2 July 2018

Information about this early years setting

Arlesey Pre-School registered in 1983. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time from 8am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and managers and has taken that into account in her evaluation of the club.
- The inspector and one of the acting managers took a tour of the pre-school and talked about how the curriculum is organised and implemented in practice.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- A joint observation was carried out and discussed between the inspector and one of the acting managers.
- The inspector met to discuss the leadership and management of the pre-school with the provider and acting managers. The inspector looked at relevant documents, including evidence of the suitability checks carried out on staff and safeguarding and complaints procedures.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents 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.

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