

Stondon Stompers Pre-school



The Village Hall, Hillside Road, Lower Stondon, Bedfordshire, SG16 6LQ

Inspection date	27 September 2016
Previous inspection date	4 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified staff team has a good knowledge and understanding of the early years foundation stage. They regularly reflect on and evaluate planned and spontaneous activities to ensure that they can continually promote opportunities for children to make good progress.
- Staff quickly recognise when planned activities can be adapted to present even more challenge for the most able children. For example, during an activity that incorporates counting and recognising numbers staff ask probing questions that help children to think further. This ensures that children's individual ability is challenged well.
- Staff have built good partnerships with parents, other providers and professionals. They consistently share information and communicate effectively to promote children's learning and development. This is one example of how they enhance the overall care and well-being of all children.
- Children's communication and language development are promoted well. Staff provide a range of activities that children enjoy and they introduce new vocabulary, as they model appropriate language and interact effectively.

It is not yet outstanding because:

- Some staff do not have the opportunity to share their extensive knowledge and teaching skills with less experienced staff.
- On occasions, during planned activities, staff do not make full use of opportunities to help children to understand that equipment and tools have to be used safely.

What the setting needs to do to improve further

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

- explore further ways for staff to share their expert knowledge with less experienced colleagues to develop outstanding teaching skills across the staff team
- help children to gain more understanding of the safe use of equipment and tools.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated this with the manager.
- The inspector held a meeting with the manager and chairperson. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector reviewed the provider's self-evaluation record and other records of reflective practice. She also viewed the safeguarding procedures and a sample of children's observation and assessment records.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend child protection training to ensure that they are aware of how to protect children in their care. In addition to this, staff have completed specialist training to make sure they understand how to support vulnerable families. This helps them to identify any children who may be at risk of harm from extreme behaviours and views. Parents speak highly of the staff team. They praise them for their good communication and ongoing support. Staff are effective in supporting families to be involved in their children's learning. For example, sessions for parents and grandparents are regularly organised. The staff team communicates effectively with other providers to support children's care and well-being. For example, communication books are used to promote three-way support between staff, parents and childminders.

Quality of teaching, learning and assessment is good

Staff use observations and assessments effectively to shape activities for children, identifying those who fall behind or move ahead. Staff provide good support for all aspects of children's learning. They plan interesting and innovative activities to support children's identified next steps in learning, helping them to develop skills relevant to their future move to school. For example, children enthusiastically explore a range of fruits. They concentrate deeply as they cut the fruit independently and talk with staff about the different smells and textures. Discussions encourage children to talk about their families and what they eat at breakfast time. This is one example of how children learn about others and how activities reflect children's backgrounds and experiences. Children's understanding of technology is good. They investigate how computers work as they play educational games and enjoy taking photos of their friends.

Personal development, behaviour and welfare are good

Children thoroughly enjoy outdoor activities and make choices to play inside or outside. Their independence is promoted well. Children confidently put on their outdoor boots before exploring different textures as they hunt for bugs and creatures. They quickly identify and match the corresponding bug or creature to the pictures they see on display outside. Children's imagination is encouraged as they pretend to make cakes and buns in the mud. They interact with other children in a friendly and caring way as they share resources and equipment. This demonstrates how children are forming strong friendships. Staff implement a well-established key-person system that supports children and families through ongoing discussions. Children learn about healthy lifestyles. For example, during snack they discuss a range of preferred fruits and vegetables with staff and talk about how good these are for them.

Outcomes for children are good

All children, including those who have special educational needs or disability make good progress, according to their starting points and capabilities. Children enjoy activities, such as painting, helping them to develop their creative skills. Opportunities to maximise and extend their skills further are promoted as they are encouraged by staff to mix and create their own colours.

Setting details

Unique reference number	219300
Local authority	Central Bedfordshire
Inspection number	1059436
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	50
Number of children on roll	44
Name of registered person	Stondon Stompers Pre-School Committee
Registered person unique reference number	RP518853
Date of previous inspection	4 December 2012
Telephone number	07775 233264

Stondon Stompers Pre-school was registered in 1992. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including the manager who holds a qualification at level 5. The pre-school opens Monday to Friday, 9.05am to 3.15pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs or disability.

This inspection was carried out by Ofsted 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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