

Purple Pre School

1st Sandy Scout Hut, Sunderland Road, Sandy, Beds, SG19 1QY



Inspection date	30 January 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff use effective teaching techniques. They confidently encourage children to develop their play, making good use of the opportunities this offers to incorporate children's next steps into their chosen activities. Children enjoy their time and gain new skills and knowledge in preparation for school.
- The manager uses practical procedures to monitor children's progress, enabling her to support staff in addressing any weaker areas. They now use additional resources each day as a way of supporting children's understanding of numbers and counting.
- Staff are good role models and support children well in their daily interactions with each other. Children develop good social skills and understand how to listen to others and express their own thoughts and ideas appropriately.
- The manager supports staff in completing training and putting their new knowledge into practice. For example, they now offer children further opportunities to express their creativity as they participate in craft activities.
- Staff support parents well in extending their children's learning at home. For example, they offer ideas for simple activities to try and lend resources to support these.

It is not yet outstanding because:

- Staff do not always offer as many learning opportunities outdoors, in order to fully extend the development of children who prefer to learn in this environment.
- Staff do not consistently work as effectively as possible with other childcare settings that children attend, to ensure that children's development is always fully promoted.

What the setting needs to do to improve further

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

- enhance the use of the outdoor area to offer children who prefer to learn outside further play and learning opportunities
- build on the opportunities to work more effectively in partnership with other childcare settings that children attend.

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 completed a joint observation with the pre-school manager. She talked with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of the leadership and management is good

The manager uses her qualification well to demonstrate good practice and to offer staff practical supervision. She maintains a good knowledge of each child and makes effective use of additional funding to promote their development. Arrangements for safeguarding are effective. Staff regularly complete training in order to keep up to date with local and national policies. They have a good understanding of how to report concerns about children's welfare. The manager and staff evaluate their work well and use this information to inform changes. The introduction of new indoor storage means that children make further independent choices about their play inside.

Quality of teaching, learning and assessment is good

Staff adapt activities well to suit children's needs and abilities. For example, younger children enjoy their group story as they eagerly hold up toy animals at the correct time. Older children are engrossed as they work together at a whiteboard, where they develop their own story and illustrate this. Children enjoy exploring the resources and staff support them well when they decide to use these in different ways. For example, children look at fruit and vegetables and record their favourites on a tally sheet. They then decide to chop the food and a staff member supports them in this. They develop their understanding of the natural world as they examine the composition of the fruit and vegetables and the different types of seed inside each. Staff talk with children about their activities and use questions as a way of encouraging them to think further. Children playing with sand timers learn to work together and develop their mathematical and communication skills as they work out which sand timers take the longest time and why this is so.

Personal development, behaviour and welfare are good

Staff work closely with parents so that they understand children's needs. Children respond to the positive, caring approach of staff, quickly building secure relationships with their key person and other staff. Children enjoy many activities, such as parachute games and obstacle courses, that support their physical development. They gain a good understanding of healthy lifestyles. For example, they talk about foods that are good for them and enjoy helping to shop for these and to prepare them for snack time. Staff offer children lots of praise and encouragement. Children enjoy group times, where they talk about their work and celebrate their own achievements and those of their peers. This strengthens children's self-esteem and helps to build their positive emotional attitudes.

Outcomes for children are good

Staff support children well so that all make good progress given their starting points. Children develop the skills that underpin their learning and prepare them for school. They enjoy working on a one-to-one basis with staff and in small groups. For example, small groups of children learn to work together and enjoy the challenge of playing simple card games that depict their favourite television characters. Activities such as these particularly aid children who have special educational needs or disabilities as they develop crucial social and communication skills that support their ability to learn.

Setting details

Unique reference number	EY489951
Local authority	Central Bedfordshire
Inspection number	1021943
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	Elizabeth Ann Robinson
Registered person unique reference number	RP906749
Date of previous inspection	Not applicable
Telephone number	01767 682260

Purple Pre School registered under new ownership in 2015. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm Monday to Thursday and 9am until midday on Friday. The pre-school provides funded early education for two-, three- and four-year-old children. They provide care for children who have special educational needs or disabilities.

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