

Inspection of Turvey Pre-School Playgroup

The Reading Room, High Street, Turvey, Bedford, Bedfordshire MK43 8DB

Inspection date: 13 June 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this welcoming pre-school. They demonstrate a strong sense of security as they confidently follow the routines and seek staff for comfort and play. Children behave well and staff swiftly and sensitively intervene to help children understand their feelings. Children use their imaginations and creativity as they have a go at the interesting opportunities provided. For example, they play with their friends, pretending to be mummies and daddies, extending the play to pretend to visit a holiday home.

Staff help children to develop a love of books and reading. Children choose to read books themselves and talk about them with visitors. Staff read, tell and help children act out familiar stories regularly. For example, children build a bridge to walk across. Staff help them to take turns being the troll and the goats. Staff narrate the story and children join in, excitedly saying the repetitive phrases. This helps children to remember stories and understand the sequence of events.

Staff plan opportunities that support children's physical skills well. They provide blocks and planks for children to build into a balancing track to develop their core strength. They stretch their whole bodies to paint poles and walls with large brushes and water. Children use glue, scissors and pencils with purpose as they make their own creations. This helps develop the small muscles in their hands and wrists.

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

- The provider has met the action set at the previous inspection. Furthermore, they have strengthened the procedure, when new adults join the committee, to avoid any difficulties in future. The provider and manager support the staff team well. There are regular meetings, where they reflect on practice and identify what they can do to improve learning opportunities for the children. However, this has not yet had enough impact on improving the overall quality of teaching to help children make consistently exceptional progress in their learning.
- The manager is an excellent role model, supporting the children to develop their knowledge and skills at every opportunity. Furthermore, the staff team have developed their curriculum, giving children a firm foundation for learning and future education. Staff use observations and assessments about children's learning continuously. They consider children's overall experiences from home and their individual needs. Staff discuss children's needs regularly and, as a result, staff are aware of how to support children through play.
- Children are learning about the natural world. They water plants and learn the names of flowers, such as nasturtium. Staff bring children's attention to the smell and feel of herbs while playing in the mud kitchen. Children care for

insects they find in the bug hotel. This helps children develop respect for living creatures.

- Children are learning about how to keep themselves safe. Staff remind them of the expectations and help them to consider if doing something is a safe idea. Children remind their friends that they need their hat on when playing in the sun.
- Staff help children to become good communicators. They spend time with children and have interesting conversations with them at mealtimes. Staff introduce new vocabulary, such as fire hydrant, while children play with the small-world fire station. This helps to build on their vocabulary.
- Staff work very well with other professionals. The team go above and beyond to support families' entire well-being and seek out services that will help improve their lives. They liaise with specialists to ensure children with special educational needs and/or disabilities receive the services they require. This includes spending additional funding in collaboration with parents to benefit children's overall development.
- Parents are extremely satisfied with the pre-school provision. They talk about how their children's social skills have flourished since attending the pre-school. They receive detailed updates about their children's day and their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of safeguarding. They can identify when a child might be at risk of abuse or neglect. They further understand the importance of training on broader topics, including the 'Prevent' duty and witchcraft. They understand the procedure to follow should they need to report a concern about a child, or a member of staff. The designated officers understand their roles and work in partnership with other agencies to support children's welfare effectively.

What does the setting need to do to improve?

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

- offer staff more sharply focused support to help them to consistently develop and extend children's knowledge and skills.

Setting details

Unique reference number	219100
Local authority	Bedford
Inspection number	10278025
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	33
Name of registered person	Turvey Pre-School Playgroup Committee
Registered person unique reference number	RP518992
Telephone number	01234888970
Date of previous inspection	23 January 2023

Information about this early years setting

Turvey Pre-School Playgroup registered in 1993. The pre-school employs six members of staff, five of whom hold relevant childcare qualifications at level 2 or above. The pre-school is open on Monday to Friday during term time. Sessions are from 9am to midday each day and from 12.45pm to 3pm on Tuesday, Wednesday, Thursday and Friday. There is a lunch club each day from midday to 12.45pm. The pre-school also offers a before- and after-school club.

Information about this inspection

Inspector

Elke Rockey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- Children talked with the inspector during the inspection.

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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