

Inspection of Crawley Green & Wenlock Pre-School

Beaconsfield Road, Beaconsfield, Luton, Bedfordshire LU2 0RW

Inspection date:

18 September 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The knowledgeable staff team creates a high-quality environment where all children thrive. The environment is inclusive and nurturing, which supports all children to settle and build trusting relationships with staff. This starts from the initial home visits, where staff play with children and begin to build connections. At the setting, if children become unsettled staff use photos taken at the home visit to offer support and comfort. Staff talk of the positive impact of home visits on children's settling-in time.

The leadership team creates a highly ambitious curriculum for all children. There is a clear emphasis on communication and language. Staff use a wide variety of communication tools, including communication boards, photos and the spoken word. This ensures all children can join in and have a good understanding of expectations of them. As a result, all children make outstanding progress, including those who speak English as an additional language.

Staff are clear about their expectations of behaviour for children. They create activities, which engage children for long period of time, and this leads to a calm environment. Staff always deploy themselves effectively across the setting. As a result, staff can intervene when disputes arise, and remind children of the tools they have to solve these independently.

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

- The quality of education is outstanding. Staff have excellent knowledge of their key children and use this to create inviting activities which engage children. Assessment and tracking are implemented by staff to the highest standard and gaps in individual children's learning are supported through tailored interventions. This helps all children make superb progress.
- Children with special educational needs and/or disabilities (SEND) make exceptional progress throughout their time at the setting. Staff work closely with parents, signposting them to additional services which not only support the child, but also their family. Early identification of any other needs allows staff to implement strategies quickly. This allows time for these strategies to make a positive impact for children. All staff have opportunities to extend their knowledge of SEND and specific areas of the curriculum.
- The leadership team has an excellent understanding of the strengths and areas for development of the setting. They set ambitious goals for improvement, such as continuing to build on relationships with new feeder school teachers. The leadership team shares their focus with the whole staff team, allowing everyone to be committed to the setting's journey.
- Staff build on children's knowledge of the cultures of children in the setting.

Children have access to a wide range of resources, which are embedded into play, and it is evident that this is part of their general practice. Staff are confident in ensuring that, due to the wide range of cultures and diversity within their setting, all children feel welcomed and celebrated.

- Staff promote children's oral hygiene in excellent ways, for example through on-site teeth brushing. Using relevant songs, staff join children in brushing their teeth for an appropriate length of time and ensuring their brushing is effective. Staff comment on the significant improvement in children's knowledge of good oral hygiene since this was introduced.
- Exceptional parent partnerships support children's learning and development. Parents talk fondly of the relationships their children have with the staff team. They feel lucky to have a place at the setting and return with siblings. Staff regularly share development information with parents and provide them with clear strategies for supporting learning at home. The leadership team accesses charity organisations to help provide food, clothing and toys to offer support for those who might need it.
- School readiness is embedded throughout the curriculum from the moment children start in the setting. The leadership team works closely with feeder schools to share information with teachers. The leaders then share this information with the staff team and implement it into their curriculum.
- The inspirational leadership team continues to strive for excellence. They work closely with the staff team to mentor and strengthen their practice. Practitioners complete high-quality training which they successfully embed into practice. As a result, children have access to a high-quality provision where they develop the skills they need to support their future learning.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY343239
Local authority	Luton
Inspection number	10355349
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 3
Total number of places	39
Number of children on roll	39
Name of registered person	Crawley Green Pre-School Learning Alliance Committee
Registered person unique reference number	RP907210
Telephone number	01582 727 651
Date of previous inspection	27 November 2018

Information about this early years setting

Crawley Green and Wenlock Pre-School registered in 2006. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The manager also holds early years teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. There is a breakfast club which operates from 7.45am to 9am. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Smith

Inspection activities

- The manager, deputy and the inspector completed a learning walk together of all the areas of the setting and discussed their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to and looked at reviews from the parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability of the staff team and committee.

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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