

Inspection of Slip End Preschool

The Village Hall, Markyate Road, Slip End, LUTON, Bedfordshire LU1 4BU

Inspection date: 7 September 2022

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 enjoy the time they spend in this friendly pre-school. They are excited to arrive, and they separate from carers with ease. Children enjoy a wide range of interesting activities which staff skilfully plan. For example, children engage in weekly dance sessions to support their physical development.

Children demonstrate high levels of confidence. Staff support this by encouraging them to complete age-appropriate tasks. For example, children delight at using dustpans and brushes to help sweep up after messy activities. Children proudly show off their artwork and achievements which are displayed in the pre-school.

Managers and staff engage well with the local community. Children receive a rich set of experiences which supports their understanding and respect of the environment they live in. For example, children talk enthusiastically about visits to the nearby care home, where they perform songs to the elderly residents.

Children form close bonds with one another. They are kind to each other and offer one another support in tasks. For example, older and more settled children support their new friends in understanding the routines of the pre-school. They show them where to wash their hands and encourage them to join in activities.

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

- Staff support children's transitions well. They establish professional relationships with local schoolteachers and share essential information regarding children's progress prior to them starting. Children are encouraged to hang their coats and bags up independently. They enjoy sociable mealtimes, where staff support their understanding of appropriate manners. This prepares children for the routines of school.
- Children demonstrate high levels of curiosity and develop critical thinking skills. Staff support this by asking thought-provoking questions, allowing children plenty of time to respond. For example, in a kitchen role-play activity, staff encourage children to explore what happens to ice cream when it gets warm.
- Children are learning the importance of healthy lifestyles. They help to prepare a variety of fruits which they enjoy at snack time. Children understand the importance of essential hygiene routines. They independently wash their hands before eating and after completing messy activities.
- Staff work hard to establish close relationships with families. Parents and children visit the pre-school prior to starting. This allows staff to gather essential information about children's early experiences. Staff plan activities based upon children's interests which supports them in settling swiftly. The manager and staff use electronic journals to share daily information about children's routines

and progress. Parents attend consultation sessions where staff share details about children's development. They use this as an opportunity to offer ideas on how parents can support children's learning at home.

- Managers are committed to supporting staff performance and well-being. They implement various initiatives aimed at making staff feel valued. For example, staff are rewarded as part of the 'employee of the month' scheme. Managers complete regular appraisals and supervisions on all staff to identify areas for development. However, methods of coaching and mentoring are inconsistent. This does not support staff to identify ways in which to improve their practice.
- Managers and staff place sharp focus on children's early literacy skills. Children have access to a variety of age-appropriate books and enjoy regular story sessions in the cosy book corner. However, staff do not always role model the correct use of English during conversations. This does not support children to develop their vocabulary consistently well.
- Staff supervise activities well. They are appropriately deployed to support children's safety and well-being indoors and in the extensive outdoor areas. However, when children demonstrate inappropriate behaviour, staff do not consistently encourage children to explore why their actions may be hazardous. Children do not always learn the impact their actions may have on themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of the signs and symptoms that could indicate that a child is at risk of harm. They explain the correct process to follow when reporting concerns and the need to do so in a timely manner. Staff are vigilant and supervise children well in all areas of the pre-school. Managers and staff regularly complete essential first-aid and safeguarding training. This ensures their knowledge remains up to date.

What does the setting need to do to improve?

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

- support children to identify inappropriate behaviour and the impact it may have on themselves and others
- enhance current methods of coaching to support staff to raise the quality of their teaching to a consistently high standard.

Setting details

Unique reference number	219242
Local authority	Central Bedfordshire
Inspection number	10234346
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	28
Name of registered person	Slip End Playgroup Committee
Registered person unique reference number	RP518990
Telephone number	07949676736
Date of previous inspection	11 October 2016

Information about this early years setting

Slip End Preschool registered in 2001. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The pre-school opens from 8.30am to 3pm, Monday to Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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