

Cranfield University Pre-School



Cranfield University, College Road, Cranfield, BEDFORD, MK43 0AL

Inspection dates

Previous inspection date

21 September 2015 - 21 September 2015
25 March 2010

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. Staff have an exceptional understanding of how young children learn. They provide imaginative experiences that engage and motivate children to learn. As a result, children make excellent progress in relation to their starting points.
- Children settle very quickly and flourish in this culturally rich and diverse pre-school. They receive warm, nurturing care and are treated with the utmost respect and as unique individuals. This supports children's emotional well-being extremely well.
- Management and staff truly embrace the culturally diverse backgrounds of children and their families. Religious customs, cultural celebrations and British traditions are valued and shared within the group. For example, staff, children and their families share tasty foods from around the world during International Feast Day.
- Parents are highly valued as active contributors to their child's learning and development. There is an excellent two-way flow of information. This enables parents to become very actively involved in their children's welfare and learning both at the home and when their child is attending the pre-school.
- Partnerships with schools, outside agencies and other professionals are very well embedded and highly effective.
- Management and staff demonstrate dedication and enthusiasm for their work. Stringent safety measures and the highly comprehensive safeguarding practices ensure that children feel safe and secure.

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What the setting needs to do to improve further

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

- compare and monitor the ways in which different groups of children learn in order to strengthen the already very good assessment procedures.

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.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, discussed self-evaluation and viewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Ann Austen

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Inspection findings

Effectiveness of the leadership and management is outstanding

There is an exceptionally strong team ethos. Management and staff are qualified and their ongoing professional development is extremely valued and actively encouraged. This knowledge is reflected in the outstanding care and learning provided and contributes substantially towards the rapid progress children make. The arrangements for safeguarding are highly effective. Staff deploy themselves extremely well. This ensures children are constantly well supervised at all times. Recruitment and induction procedures are very robust. Management and staff effectively use evaluation to pursue excellent and drive future improvements. However, they do not currently monitor and compare the way different groups of children learn.

Quality of teaching, learning and assessment is outstanding

Staff demonstrate a wide range of exceptional teaching techniques. Children's reasoning, numeracy and problem-solving skills are significantly enhanced during many practical activities. They confidently count, and learn to differentiate between size and shape. Children thoroughly enjoy imaginary play experiences. Their learning is enriched because staff know when to leave children to explore and when to sensitively intervene to stimulate their interests and offer support. Staff place a sharp focus on supporting children's developing communication and language skills. They are very skilled at introducing new vocabulary during the context of the children's play and always make time to listen to their thoughts and ideas. Staff demonstrate lively story telling skills and successfully use props to enhance rhyme time activities. As a result, children enthusiastically repeat familiar phrases. The outdoor area provides children with wonderful opportunities to learn outdoors. Children learn how things change over time by planting vegetables and fruits, and eagerly search for living creatures in the mud.

Personal development, behaviour and welfare are outstanding

Children settle very quickly and flourish. Their safety and well-being is central to everything staff do. For example, children with more severe medical conditions have very detailed care plans in place to support their ongoing well-being. Children are exceptionally well supported by the staff team to manage their feelings and behaviour. As a result, children quickly learn how to play cooperatively together and respect one another. Children receive an abundance of praise for their efforts and achievements which very successfully promotes their confidence and self-esteem. They thoroughly enjoy playing outside in the fresh air. Children enthusiastically climb on the wooden pirate ship and eagerly dig in the sand. They are taught highly effective hygiene practices. Vigorous procedures ensure staff are very clear about children's special dietary requirements, preferences and allergies.

Outcomes for children are outstanding

All children are making consistently high rates of progress in relation to their starting points, in preparation for school. High-quality observation and assessment is used to plan stimulating activities which enthuse and engage all children while enjoying endless fun.

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Setting details

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|------------------------------------|--------------------------|
| Unique reference number | EY333038 |
| Local authority | Central Bedfordshire |
| Inspection number | 849148 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 23 |
| Name of provider | Cranfield University |
| Date of previous inspection | 25 March 2010 |
| Telephone number | 01234 750 111ex 3603 |

Cranfield University Pre-School opened in 1968, moving to its current premises in 2003 and re-registering in 2006. The pre-school employs five members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.50am until 12 noon. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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