

Inspection of Wigmore Church and Community Under Fives Pre School

Crawley Green Road, Luton, Bedfordshire LU2 9TE

Inspection date: 9 January 2023

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 arrive at the setting eager and ready to learn. All children, including those who are new, settle quickly into the pre-school routine. Children go straight into the garden area, exploring and finding out what is available for them today. Children explore the 'challenge bikes', working together to move around the garden. Staff encourage children to develop teamwork skills and explain how it can be easier when they all work together.

Children show they feel safe and secure in the pre-school as they confidently make independent choices about their learning. Activities are planned to include children's interests and they concentrate for long periods of time. For example, at the activity tray, children investigate different ways to move the cornflour to uncover the transport pictures below. Children work hard, using trial and error methods to find different ways.

Children's independence is well supported by all staff. For example, children know to wash their hands before selecting and eating their snack. They choose and pour their own drinks and sit down at the table. Mealtimes are sociable times, and staff talk to children about what they are eating. Staff support children to listen to their friends and develop the art of conversation, waiting patiently for their turn to share their thoughts.

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

- The manager and staff are clear about what they would like the children to learn at the pre-school. They gain good information from parents about children's starting points and create activities to build on these skills. Staff know the children well. They use their skills and knowledge to extend children's learning throughout the pre-school day. However, on occasions, staff do not consistently support and encourage the quieter children, to ensure they are fully engaged during activities.
- Learning and development for children with special educational needs and/or disabilities (SEND) is a strength of the pre-school. The staff team work closely with parents and professionals to ensure that all children's individual needs are fully met. Staff create accurate targets, providing the right level of challenge for children. The special educational needs coordinator (SENCo) shares strategies with parents that they can implement at home. This ensures consistency of expectations for children.
- Children have positive relationships with all staff and particularly their key person. Staff are positive role models and children are aware of the expectations for their behaviour in pre-school. Children are kind to each other. They enjoy playing together, seeking each other out and sharing toys. This has a positive

impact on the pre-school environment.

- Staff support children to build good levels of language development. They encourage children to look at them as they speak to them, checking that children understand what has been asked of them. Picture cards are available at each activity, helping staff to communicate with all children. Children confidently talk to their friends, sharing their thoughts and ideas during activities.
- Staff promote children's love of books. Children enjoy borrowing books from the pre-school lending library to share at home with their families. When they return them, staff talk to children about the books. They use the pictures to support children to retell the stories.
- Partnerships with parents are strong. Parents speak positively about the pre-school and the, 'approachable staff team'. They praise the time staff take to get to know each child individually. Staff share observations and assessments with parents regularly and provide ideas for parents to support their children at home. This ensures parents are fully included in their children's learning.
- The managers and staff team are passionate about their roles. They talk of their love for their jobs and supporting children to make the best positive progress they can. The team reflect regularly together. They make adaptations to the setting and environment, taking all ideas on board. Staff have access to regular training opportunities. At staff meetings they cascade information to the whole team and put in place new ideas.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities to safeguard children and are confident to report any concerns they may have. They are alert to the different signs and symptoms that could indicate that a child is at risk of harm, talking regularly with managers to share information and monitor children. Staff understand local issues such as county lines and understand their responsibilities under the 'Prevent' duty guidance. Staff complete regular safeguarding training to ensure their knowledge is current and they are updated on local issues. Robust procedures are in place for monitoring children's attendance and staying in contact with families.

What does the setting need to do to improve?

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

- support staff to encourage all children to participate in activities, especially the quieter children who may be more reluctant to engage.

Setting details

Unique reference number	105233
Local authority	Luton
Inspection number	10264171
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	30
Number of children on roll	38
Name of registered person	Wigmore Church and Community Under Fives Committee
Registered person unique reference number	RP903147
Telephone number	07414741610
Date of previous inspection	7 June 2017

Information about this early years setting

Wigmore Church and Community Under Fives Pre School registered in 1990. The pre-school employs 11 members of childcare staff. Of these eight hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Smith

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 managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator (SENCo) spoke to the inspector about how they support children with special educational needs and/or disabilities (SEND).
- 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 during an activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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