

# New Millside Pre-School

Inspection report for early years provision

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**Unique reference number** EY380796  
**Inspection date** 09/02/2009  
**Inspector** Lynne Kauffman

**Setting address** Broughton County First School, Narbeth Drive, AYLESBURY,  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

A parents committee manage the New Millside Pre-School in collaboration with the centres management team. The pre school moved to its present site in 2008. The present pre-school, re-established in 1998, has moved from its original base in a scout hut to the Children's Centre at Broughton County First School, in Aylesbury, Buckinghamshire. The group have use of a large playroom and a partly covered outside play area, plus children's toilets and kitchen facilities. The setting offers parents private and local authority nursery education. The setting also offers support to children with learning difficulties and/or disabilities. A small number of children are learning English as an additional language. The setting is registered on the Early Years Register for 26 children from two to five years at each session. There are 30 three-year olds and nine who are four years old currently on roll. The group opens Monday to Friday from 9:15 to 11:45, and Tuesdays and Thursday afternoon from 12:15 to 2:45 during school terms. Children attend for a variety of sessions. The well qualified leader is responsible for the day-to-day running of the group. There is excellent support from the other members of the management team including the administration manager and the chair of the parents' committee. There are nine staff and six have appropriate early year's qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The provision at New Millside Pre-school is grounded in excellent staffing ratios and dynamic, flexible planning that meets the needs of all children. As mentioned in the mini-prospectus and supported by strong evidence, the school is a safe, supportive and inclusive environment. It works closely with parents and the local community, challenging and stimulating children's outstanding progress in learning and development. Annually reviewed procedures and policies keep progress and development under scrutiny. The annual self-evaluation effectively highlights strengths and areas to develop illustrating the schools good capacity for improvement.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving performance management so that it is better informed by systematic evaluations of the effectiveness of the pre-school and staff

## The leadership and management of the early years provision

Leadership and management are outstanding. The leadership team include a well qualified administrative manager and the chair of the very active parents' committee. Administrative support makes an effective business impact on the pre-

school because the budget is tightly controlled and responds to children's need; as seen in the high quality and diversity of the toys and games used to stimulate learning and personal development. The excellent staffing ratio and the dedication of staff to enhancing their qualifications is having a positive impact on all children. Performance management has yet to be formalised. There are rigorous safeguarding procedures and systematic checks to ensure the suitability of staff to teach in the setting.

All staff understand self-evaluation. Regular modification of policies to meet the children's needs, in particular, policies associated with risk assessment, is a significant improvement on the previous inspection. Leadership ensures planning is secure and responds to the rigorous tracking of the pre-school's strengths and weaknesses, including action for improvement. Each child's key worker records progress on a daily basis. Over time, children's progress is tracked through annotated photographs in each child's learning journal. This provides secure evidence of their progress. Happy smiling faces fill the journals and give parents a clear impression of their child's academic and personal development.

Strengthening and highly effective relationships between the parents and the pre-school is due to the parents' clear commitment to the school's common sense of purpose. A parent compared her child's progress with his experience in a previous setting and was overwhelmed by her child's improvement. Parents are happy with the move to new pre-school premises; however, the lack of a suitable space for confidential discussion and secure storage of sensitive information is a concern expressed by many parents.

## **The quality and standards of the early years provision**

The school has an exemplary approach to meeting the needs of all children. The diversity of intake has increased. A parent has become an excellent support to the development of planning and materials to meet the needs of children with English as an additional language. All children including those with learning difficulties and disabilities, have a very positive attitude to learning and behaviour is exemplary.

Staff have clear and innovative approaches to the early years provision. Parents' contributions to their child's learning and development is much valued by the pre-school staff. Regular and challenging training opportunities and keeping up-to-date with major initiatives in education help the staff to consolidate children's progress and establish in their planning the next steps of learning. Visits to the first school widen children's knowledge of their community; however, the pre-school do not invite the first school to visit them, missing an opportunity for smoothing the transition between schools. Tracking learning and development are accurate and accessible to parents. Short, medium and long term planning gives attention to the needs of all groups of children. Excellent relationships help to improve children's self-worth and contribute to their good and regularly outstanding progress in the six areas of learning.

Very effective promotion of children's welfare in close cooperation with the family, as well as health and social care professionals ensure statutory requirements are

met. A well recorded day care register maintains an extensive record of children's health, dietary and emotional needs. Arrangements for safeguarding are robust and regularly reviewed. Parents comment favourably on having confidence in the school's safe and secure environment. All risk assessments are in place and have developed effectively since the previous visit. Children enjoy their time at school, make friends easily and they are kind to each other through playing together, group work and visits to the first school and local community. Strong emphasis on communication skills, good routines and developing an inquisitive approach to the world around them is contributing to children's future economic well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 1 |
| How well does the provision promote inclusive practice?   | 1 |
| The capacity of the provision to maintain continuous improvement.   | 1 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?  | 1 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 1 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 1 |
| How well are children helped to stay safe?  | 1 |
| How well are children helped to be healthy?   | 1 |
| How well are children helped to enjoy and achieve?  | 1 |
| How well are children helped to make a positive contribution?   | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.