

# Bancroft Pre-school

Inspection report for early years provision

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**Unique reference number**

141812

**Inspection date**

16/03/2011

**Inspector**

Cordalee Harrison

**Setting address**

Small Meeting Place, 29 Hadrians Drive, Bancroft, MILTON  
KEYNES, MK13 0QB

**Telephone number**

01908 322502

**Email**

**Type of setting**

Childcare on non-domestic premises

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## 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Bancroft Pre-School opened in 1985. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is located in the community meeting place in Bancroft, Milton Keynes, Buckinghamshire. Children have access to the hall and toilet and washing facilities. There is an enclosed outdoor play area. A committee of volunteers manages the pre-school.

Currently there are 54 children on roll, they are aged from two years, and all are in the early years age group. The pre-school is in receipt of funding for children who are age three and four year. The pre-school supports children who speak English as an additional language. The groups opening times are on Tuesdays, Thursdays and Fridays from 9.00am until 12 noon and afternoons on Mondays, Tuesdays, Thursdays and Fridays from 12 noon until 3.15pm. On Wednesdays it opens from 9.30am until 11.30am and 12 noon until 3.00pm. The preschool employs six staff to directly with the children, five of whom are hold early qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school organises its time and staff effectively to give children attention when they need it most. It differentiates activities well for younger and older children and they work closely with parents to ensure that children's individual needs are met. The pre-school shows reasonable capacity for continuous improvement, they have addressed recommendation from the last inspection. However, there are gaps in some procedures for the management of the pre-school and the process of self-evaluation is not fully effective. This results in the pre-school not meeting some specific legal requirements.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep records of checks the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference number of Criminal Records Bureau Disclosures obtained and the date on which they were obtained (Suitable people) (also applies to both parts of the Childcare Register)
- 13/06/2011

To further improve the early years provision the registered person should:

- use the Ofsted self-evaluation form and quality improvement processes as the basis of on going internal review.

## **The effectiveness of leadership and management of the early years provision**

The pre-school safeguards children suitably and achieves some good outcomes for them, particularly in regards to their learning and development. However, the leadership and management team is not meticulous in its day-to-day management. The manager is confident that all staff are properly cleared through the Criminal Records Bureau's vetting procedure. However, the pre-school is not able to demonstrate this to Ofsted, because documentation of the information that is used to assess all staff's suitability is not available to show that all relevant checks are completed. This is a breach of Specific legal requirement. Other practices in the pre-school are supported with well-considered policies and most are familiar to staff. For example, staff are clear about the procedures to follow to deal with child protection matters. They know the main types of abuse and some indicators that children are at risk of abuse and neglect. They are clear about lines of communication within the pre-school and with agencies such as the local Children's Services and Ofsted.

The physical environment is safe; children are not able to leave the premises unattended and only people admitted by staff can enter. The pre-school uses daily hazard checks, regular risk assessments and close supervision effectively to identify and minimise risks to children in all areas. For example, the fire exits are marked and kept clear, there is fire-fighting equipment in place, and children do not have access to substances that are hazardous to health. Most documentation required to safeguard and promote children's health and welfare is in place; they are up-to-date.

The pre-school provides children with healthy snacks, mainly fresh fruits, milk and water. There are well-managed processes in place for the safe management of children's health conditions and dietary needs. These processes and practices are familiar to all staff. The pre-school is proactive to establish good partnerships with parents; they engage them effectively. They encourage parents to visit and spend time in pre-school, as well as to share their skills and experiences with all children. This broadens children's horizons and helps them understand that people do many different roles in society. In addition, they provide regular opportunities for parents to share and contribute to their children's progress and development as well as to celebrate children's achievements. The pre-school provides a very warm welcome for parents and children from varying backgrounds and cultures. The pre-school makes strong links with other practitioners who are involved in children's care and education. For example, teachers from local schools visit the pre-school and pre-school staff and children visit other provisions to ease children's transition between settings. The pre-school's use of self-evaluation is not fully effective to deliver good standards for children across all aspects of the provision, such as ensuring that all requirements are met to properly safeguard all children.

The pre-school deploys its resources effectively; sufficient staff who are qualified in childcare and education work directly with the children. The key person system helps staff to meet children's individual needs well. Overall, staff support children very child appropriately; the atmosphere in the pre-school is busy and purposeful. This helps children to make effective use of the resources and fosters equality and diversity; all children are able to make choices and play freely. There are no children with special educational needs currently on role; however, staff and parents are clear about the policy and procedures that are in place to promote this area of practice. The provision demonstrates it is working to drive improvement through the employment of a majority of qualified staff. Additionally, they are getting support from agencies, such as the Pre-school Learning Alliance and the local early years development workers.

## **The quality and standards of the early years provision and outcomes for children**

The pre-school plans children's activities consistently well; this ensures that they experience learning across all areas. Staff use information from children's observation records to inform planning. This ensures that activities are based on individual children's interest. To ensure that children have access to a good balance of child-initiated and adult-led learning experiences staff identifies clear learning intentions and resource activities appropriately. This gives children the option of developing activities to suit themselves or to use them as intended by staff.

Children promote their social skills as they participate in large group activities, they learn to listen and consider others. The duration of these activities are inconsideration to children's stage of development. This ensures that children are able to participate fully and maintain their focus. Children select from a wide range of tabletop and floor based activities that are appropriate and appealing to them. In addition, they enjoy outdoor play each day. They run free and use a range resources including sit and ride toys. For example, they develop their balance and coordination, and their understanding of concepts such as fast and slow. They learn about safety and develop their spatial awareness as well as get fresh air and exercise whilst playing. Through good hygiene practices, healthy snacks and regularly exercises children are learning to adopt healthy lifestyles.

Children select their names at various times throughout the session; they are increasing their understanding of personal identity. Other labels in the pre-school help them to deepen their understanding that words carry different meaning. Children are developing their love of books they explore books independently and with staff. They make marks daily with a variety of implements. This makes it possible for younger and older children to practice, for example, they use glue sticks, paintbrushes, chalk as well as pencils and crayons in their everyday activities. Letters and numerals are displayed to encourage and support independent learning. Number lines and with items and letters with pictures help children to make connection and to use letters and numerals in context. Children explore their creativity in many ways they enjoy listening to and making music,

they use small world figures and the home corner to practice life skills through pretend play. They use many interactive modern resources in their play. Additionally, they use core resources, which reflect cultural diversity and disability each day. They are learning to value other people regardless of appearance. Children are achieving and enjoying well in an inclusive environment.

Children are confident in the staff's response and ask for assistance when necessary, this helps them to resolve conflicts and demonstrate that they feel safe. Staff are good role models for children; they help them to understand that it is important to be kind to others. For example, when children show their emotions, hugs, kind words and provision of alternatives resources by staff help them to learn to control their emotions and behaviour. The atmosphere in the pre-school is calm. This makes it easy for all children to enjoy play and positive interactions with peers and staff. Children are learning to behave well and to understand that their contributions are valuable to ensuring that everyone can enjoy their time at pre-school. They are developing many useful skills for the future.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the early years section of the report 13/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the early years section of the report/ 13/06/2011