

# Manor Farm Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY258641
<b>Inspection date</b>	24/06/2011
<b>Inspector</b>	Gill Walley
<b>Setting address</b>	Rose Avenue, Hazlemere, High Wycombe, Buckinghamshire, HP15 7PH
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<b>Type of setting</b>	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.

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## Description of the setting

Manor Farm Pre-School and Early Bird Club is a voluntary group managed by a committee of parents and carers. It was established in 1976 and is registered on the Early Years, compulsory and voluntary Childcare registers. The Pre-School operates from two rooms within Manor Farm Community Infant School in Hazlemere, on the outskirts of High Wycombe. Children have access to a fully enclosed outside play area and use of the school playing field and playground. Children attend from the local surrounding area.

A maximum of 30 children may attend the pre-school at any one time and 24 children the out of school care. There are currently 75 children aged from two to under five years on roll in the pre-school some of whom receive funding for nursery education. There are currently 31 children on roll in the Early Bird Club of whom 11 are of early years age.

The pre-school is open each weekday from 9am to 12pm and from 12pm until 3pm and the Early Bird Club from 8.15am until 8.45am in term time only. The provision is able to support children with learning difficulties and/or disabilities and those for whom English is an additional language.

The provision employs 16 staff all of whom hold appropriate early years qualifications. The Pre-School is accredited under the Buckinghamshire Quality Assurance Scheme. It works in collaboration with the adjoining infant and junior schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Manor Farm Pre-school is an outstanding setting where all children make extremely good progress through interesting and very well-planned activities. There are very strong links with parents, with the local authority, and a close partnership with the adjoining schools. The pre-school is particularly skilled at supporting children with special educational needs and/or disabilities so that they make consistently good progress. The manager and her staff have a very accurate understanding of the pre-school's strengths and constantly strive for improvement, for example by reflecting on the quality of provision in the outdoor area to give the children the best opportunities for learning. They evaluate the provision and procedures rigorously to identify what they might adapt. Consequently the pre-school has an outstanding capacity to improve.

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

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

- support the children in developing their independent numeracy skills by

displaying more shapes and numbers in the outdoor learning area

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

Adults demonstrate a thorough understanding of safeguarding and attend training regularly. They fully implement policies and procedures to ensure children's safety and are extremely vigilant. Policies are reviewed frequently. There are robust recruitment and vetting procedures. Security is very good, doors to the outdoors and to the infant school building are locked and the children are always carefully supervised. Risk assessments are very thorough and carried out regularly to reduce the risk of accidents, for example when the children make visits to local shops and the library, and when the children use the schools grounds. Children practice fire drills very frequently so that they become completely familiar with the routine.

Partnerships with parents and carers are outstanding. They receive regular information about their children's progress through daily discussions with staff and newsletters. They communicate with their child's key worker through a daily diary best suited to each child's needs; they are invited to consultation meetings and say that nothing is too much trouble for the staff. Parents and carers say their children thoroughly enjoy their time at the pre-school and feel they make especially good progress in their social skills, their understanding of numbers, shapes, colours, letters and sounds and they also gain confidence. Parents and carers also come in to play with their children so that they understand how the children learn and how they can help them further at home. Parents and carers contribute to the planning by sharing with the staff what their children have enjoyed doing at home and what interests them most. They cannot think of anything which could improve. Events that include grandparents mean that the whole family is included in the life of the pre-school. Partnerships with the adjoining school are exceptionally strong, for example the children share the school's outdoor environment and use the hall for their special assemblies. There are extremely close links with school staff so that information is exchanged and children have a very smooth transition to full-time education. There are very strong partnerships with many outside agencies to support children with special educational needs and/or disabilities, and those who speak English as an additional language. This ensures that all children make very good progress and is especially helpful for parents and carers.

The pre-school is extremely well led and managed and the staff are very experienced. They continually develop their skills through frequent training, for example in communicating with children who have a limited understanding of English. They meet regularly to plan and evaluate the provision, considering parents' and carers' views and suggestions. High quality, varied resources are easily available. Toys, puzzles, books and dolls help children understand diversity. Children with special educational needs and/or disabilities, speech delay and those who speak English as an additional language are fully included in all activities and make rapid progress. The pre-school has addressed the recommendations from the previous inspection. In particular, with procedures for ensuring that parents and carers know precisely when their children have been given medication.

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

Children achieve very well in all areas of learning because activities are well-organised and linked well to inspiring themes such as wild life and the community. They learn to listen and to know their letters and sounds through a structured programme which ensures that the older and more able children are challenged well. Children's progress is observed closely, recorded systematically and used to help staff know precisely what learning opportunities each child needs next. The children are then assessed to ensure that they have reached those goals. The manager tracks the children's progress and uses this information to ensure that they all make consistently good progress in all areas of learning. The staff adapt activities very well to support children with special educational needs and/or disabilities and English as an additional language and are very skilled at identifying and responding to particular needs. The children also judge their learning and are very proud of their "I can do" books.

They behave extremely well and are kind and considerate towards one another. They share their toys very well and help with tidying. Staff have excellent relationships with the children and care for each child as an individual. Children learn to take turns and the staff praise them constantly to develop their confidence and self esteem. Special events such as May Day and European Day enrich their experiences and give children an excellent understanding of other lifestyles, customs, dress and food.

Children make healthy decisions at snack time and learn about the importance of taking exercise. They have very good manners and pass food and drinks to one another. They enjoy cooking and tasting the fruit and vegetables they have grown. They develop a very good understanding of keeping healthy and safe and also avoiding infection. The children develop very good speaking and listening skills when they play together, for example when they are dressing up or using construction toys. They learn about the needs of others and develop their sense of being part of the community by raising money for charity. They develop their physical skills well and also learn about road safety when they ride their scooters and bicycles on the road "markings". They learn to solve problems and adults challenge them through questioning. Children benefit from talks on safety from the fire and police services, and learn about people's roles in their community. They find out a great deal about the world around them through visits, for example to the farm, and enjoy visitors who bring pets, such as hedgehogs, to show them. The indoor environment is rich in letters and numbers so that children can learn very well independently, although they do not see so many of these in the outdoor area. The staff also use every opportunity to reinforce and extend children's learning, for example by counting the pieces of fruit at snack time.

Children are very keen to participate in a good range of interesting activities. They develop very good creative skills through painting, collage and making models. They compare textures through "messy play" and make their own musical instruments. Children can count and identify letters and shapes and resources for helping them develop their understanding of number are especially plentiful. The children also practise their counting skills through singing songs and nursery rhymes. Strong links with all schools that children move onto mean, coupled with very good progress, means that children are very well-equipped for the next stage

in their learning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

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

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