

# Stoke Goldington Pre-school Playgroup

Inspection report for early years provision

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**Unique reference number** 141839  
**Inspection date** 14/11/2011  
**Inspector** Hayley Marshall

**Setting address** Village Hall, Stoke Goldington, Newport Pagnell,  
Buckinghamshire, MK16 8NP

**Telephone number** 07716967723

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**Type of setting** Childcare - Non-Domestic

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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

Stoke Goldington Pre-School Playgroup has been registered since 1995. It operates from the main hall and enclosed garden area in the village hall in Stoke Goldington, Milton Keynes. The pre-school is open term time, Monday to Friday from 9.15am until 12.15pm and operates a lunch club on Tuesdays and Thursdays until 1pm. Children attend from the immediate village and from the wider area. A maximum of 24 children from two to under eight years may attend the pre-school at any one time. Currently, there are 25 children in the early years age range on roll. Children aged three and four years are funded for free early education.

There are six members of staff, four hold a level three qualification, one holds a level 2 qualification and one who is currently unqualified. The pre-school is a member of the Pre-School Learning Alliance and is managed by a parent run committee. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are happy, settled and feel secure at the pre-school because staff have developed warm and trusting relationships with them. Children are making good progress because staff and parents work exceptionally well together to meet children's needs. Generally, the resources available for children are effective and mostly well organised to support their learning and development. Recommendations from the previous inspection have been fully addressed and effective systems are in place for self-evaluation and target setting. This demonstrates that the pre-school has a good capacity to maintain continuous improvement.

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

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

- develop the use of the book corner to increase children's opportunities to share and enjoy a wide range of fiction and non-fiction books
- enhance children's development of mathematical learning by enabling them to discover things about numbers, counting and calculating through practical situations
- support the needs of children who appear unsettled by using the key person system more effectively.

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

Children feel safe at the pre-school because staff are committed to promoting their safety. Risk assessments are effective in maintaining a secure environment and children demonstrate a strong understanding of how to keep themselves safe. A thorough induction procedure is in place for new staff to make sure that all those who work with children are suitable to do so. Staff have a good knowledge of what their responsibilities are as arrangements for helping to keep children safe are robust and reviewed on a regular basis.

The manager makes good use of the monitoring procedures that are in place and sets targets that are realistic and challenging. The staff team work well together and share an enthusiasm for securing future improvement for the pre-school. Accurate self-evaluation involves all staff and some of the parent committee members. This means that the pre-school is able to identify strengths and weaknesses and set well-developed actions. As a result, the staff are confident about what needs to be done and show a good capacity for sustaining improvements.

Most of the resources available for children are good, fit for purpose and support children's learning and development. However, children do not always have opportunity to explore their learning of mathematics because resources and the immediate environment are not rich in numbers, or activities to promote calculating and counting. Children are making good progress in relation to their individual starting points because staff provide some engaging activities, such as making play dough and bringing in newly hatched chicks for children to observe.

Staff know children's backgrounds and needs because they work closely with parents. Staff attend courses to make sure that their own knowledge is up to date so they can actively promote equality and diversity in the pre-school and meet all children's needs. Staff identify children who need additional long term support, but do not immediately spend individual time with children who are temporarily unsettled and need reassurance from their key person.

Partnerships with other professionals are well established and this contributes to children's achievement and well-being. Good use of home link books means that communication is effective with other providers who care for children. In turn, this means that children enjoy consistency with those who care for them. Partnerships with parents are highly positive. A highly motivated parent committee manages the pre-school and so parents are actively engaged in decision-making on key matters affecting the pre-school. Innovative methods of engaging parents, especially those who do not have regular contact with the pre-school due to work commitments, mean that all parents are very well informed about their children's achievements, well-being and development. Parents are supportive of the pre-school and staff and confident in the quality of care provided.

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

Children are making good progress in their learning and development in relation to their individual capabilities and starting points. They enjoy their time at pre-school because staff provide a warm and caring environment for them to learn. Children take responsibility and have opportunity to think critically about what they want to play with. Children work together well and are able to work independently. However, the book corner does not have any cushions for the children to sit on and snuggle in, it is not appealing to children, so they do not choose to read and enjoy books and stories whilst at the pre-school. A broad range of activities support children's learning in all six areas of learning in the Early Years Foundation Stage curriculum and children are able to take responsibility for choosing what they do.

Children work alongside their peers successfully and co-operate well to resolve situations by themselves. Observations inform well-developed activity plans that follow children's interests. Therefore, children are becoming active, curious and inquisitive learners who are very well equipped with the skills they will need in future learning. Most children display a strong sense of belonging and security. They show good levels of self-esteem because staff give them responsibilities for small tasks, such as helping to choose activities and making snack. Children's behaviour is good, as staff have worked hard to develop effective strategies for managing unwanted behaviour in the past. As a result, children show a good awareness of their responsibility within the setting.

Children enjoy a healthy and balanced snack and have access to fresh water at all times. They wash their hands before eating and help to pour themselves a drink. Children enjoy free-flow access to the outside area throughout the session and return inside for a drink when they become thirsty because they have been active. At snack time, children sit with staff and spend time talking about activities they have enjoyed and the food they are eating. They have a good awareness of safety, as they are able to take managed risks for themselves such as using the toaster with adult support. Children have a strong sense of belonging because they know the routine of the pre-school. They are confident to discuss the activities they have enjoyed when looking at photographs. Children know how other people can keep safe by reminding members of staff to be careful during activities. As a result, children feel safe and secure when they are at the pre-school.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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: Met

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