

# Two Mile Ash Pre-School

Inspection report for early years provision

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<b>Inspector</b>	Hayley Marshall

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<b>Type of setting</b>	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*.

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## **Description of the setting**

Two Mile Ash Pre-School registered in 1982. It is run by a parent committee and registered by Ofsted on the Early Years Register. The pre-school operates from a main room and enclosed outdoor area of the community annexe of the middle school in Two Mile Ash, Milton Keynes. Children attend from the local and surrounding areas. A maximum of 31 children aged from two years to the end of the early years age range may attend at any one time. The pre-school is open term time only on weekdays from 9.15am to 11.45am and also on Monday, Tuesday and Friday afternoons from 12.30pm to 2.45pm. An extended session is held on a Thursday for children starting school the following September from 9.15am until 2.15pm.

There are currently 59 children on roll. The pre-school currently supports children with special educational needs/or disabilities and those who learn English as an additional language. The pre-school provides funded free early education for three- and four-year-olds.

The pre-school employs eight members of staff who work with the children. The manager has an appropriate National Vocational qualification in early years at level 4 and all other members of staff have an appropriate qualification at level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy their time spent at the pre-school and develop warm relationships with staff. Procedures are in place to help to keep children safe; however, children are not always encouraged to play safely when in the outdoor area. The pre-school has appropriate relationships with parents. Children make steady progress in their learning and development, although, staff do not consistently plan for their next steps in learning. . Children have a good understanding of what constitutes a healthy lifestyle because they engage in lots of physical activities. The pre-school acts upon advice and their self-evaluation procedure sufficiently identifies further areas for development. This demonstrates a sound capacity to sustain continuous improvement.

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

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

- help children to be aware of risks and to consider their own and others safety when playing with equipment in the outdoor area

- use the information gained about children's development from observations to plan their next steps in learning
- extend the use of signs, symbols, notices and words to the outdoor environment to encourage children to learn about words, for example, using names and labels in the outdoor area

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

Suitable arrangements are in place and reviewed regularly to help to keep children safe at the pre-school. Appropriate induction procedures check the suitability of those who work with children. All staff are suitably trained and therefore know their individual responsibilities in protecting children from harm. Suitable assessments identify dangers and eliminate risks to children. The staff team accurately monitor the progress and well-being of children. However, they do not consistently use their observations and assessments to plan for children's next steps in learning. The manager is motivated to seek further improvement and plans are in place to tackle areas of weakness. Staff use self-evaluation to drive improvements for children. Along with adequately addressing recommendations from the previous inspection, this demonstrates a willingness to maintain continuous improvement.

Suitable resources are on offer for children throughout the session to support their learning and development. Children engage in different activities at different times of the day, such as a physical education session in the morning. However, at times there are limited resources in the outdoor area to promote children's development of communication, language and literacy. The pre-school demonstrate a good commitment to promoting equality and diversity. Staff take an active role in promoting children's understanding of the diverse world in which they live. Positive images are on display in the main room and resources reflect differing cultures and ethnicities. The children learn about celebrations that are important for each other, such as Chinese New Year and Eid. Staff undertake further training to better support all children's individual needs. Staff identify children that might need additional help and seek support for them as early as possible.

The pre-school establishes and maintains effective links with other professionals who support children's care and development, such as speech and language therapists. Staff develop individual plans for some children's care with the support of the Area Inclusion Officer. Well-developed partnerships with schools and other professionals who care for children allow for a good two-way flow of information. This helps to support children effectively during times of change and in their achievement and well-being. Partnerships with parents are developing appropriately and generally, parents are happy with the care their children receive. The pre-school uses a range of methods to exchange information with parents, such as newsletters, emails and during morning contact. Parents share information about children's dietary needs and staff follow appropriate systems to meet their individual requirements overall. Parents are able to join the pre-school committee if they wish and take an active role in decision making about the pre-school.

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

Children enjoy attending the pre-school because they share warm relationships with staff. A range of resources generally supports their learning and development in all areas of the required curriculum. Children particularly enjoy playing with the sensory toys, such as ones that vibrate. Physical activities allow them to develop their mathematical skills, such as rolling a large dice and finding the matching number on the wall. These activities increase their enjoyment in learning. A session just for older children helps to match their capabilities to activities and allows them to play with resources they enjoy, such as small bricks. Planning is suitable to meet children's needs. As a result, children are making appropriate progress in their learning and development.

Children are developing their independence by changing their clothes into their Physical Education kit and hanging up their bag on their peg. Staff encourage children to share and take turns when playing outdoors. Children know when to change over and allow someone else to use the bikes and cars, because a member of staff rings a bell. Children make some choices about what they play with. They are able to ask for resources and these are sometimes included into planning. Children have a sound understanding of numbers and counting because activities develop their skills in this area. The book corner has a range of books for children to select and to take home to share with their parents. Children have started to use a computer to make pictures and are developing satisfactory skills required for future learning.

Children are happy and display a sense of belonging at the pre-school because they know the routine. They are beginning to cooperate with each other and work together. Staff remind children of their behaviour expectations throughout the session and so overall, children's behaviour is satisfactory. Children have a good understanding of what makes a healthy lifestyle because they engage in ample opportunities for physical play. Children enjoy playing outdoors in all weather conditions and benefit from structured indoor activities. These help to develop their large muscles and coordination. Therefore, children have a good understanding of the importance of physical exercise as part of a healthy lifestyle. They manage their own personal hygiene well, help themselves to tissues, and wash their hands independently. This helps to prevent the likelihood of the spread of infection. Children eat a healthy snack and lunch because staff supply parents with information about what constitutes a balanced diet. Children are developing a sense of how to keep themselves safe and are beginning to understand the consequences of their own behaviour. Staff remind them how to move around the pre-school safely and how to open doors carefully without hurting themselves. Children are starting to use tools, such as scissors safely because staff supervise them closely during this activity. This helps them to begin to manage small risks for themselves. However, children are not encouraged to play safely when riding

bikes and playing with footballs in the outdoor area and they regularly bump into other children who are playing.

## 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	3
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	3

### 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	3
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	3
The extent to which children develop skills for the future	3

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