

Northern Pastures Pre-School

St Lukes Church, Wolverton Road, Newport Pagnall, Buckinghamshire, MK16 8BG

Inspection date

Previous inspection date

12/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children benefit from first hand experiences across all areas of learning. Children's learning experiences are interesting and challenging and the vast majority of children show high levels of confidence.
- Most children are active learners they test their ideas, involve others in their play to extend and sustain learning. The atmosphere in the preschool is busy and purposeful. Children make full use of well-planned free flow activities between indoors and outside.
- The effective implementation of the key person system reassures children and promotes their emotional security. Staff are approachable and this makes it easy for children and parents to make their wishes known.
- The leadership and management involve all staff in assessing and monitoring the provision's performance. There are systems in place to mentor lesser qualified staff to make sure that they continue to improve their practice.

It is not yet outstanding because

- Children are not always able to extend learning by selecting additional resources spontaneously.
- Children are not able to fully appreciate the range of high quality books that are available in the provision
- Information that the provision gains about children does not help them to fully understand about all children's confidence in different situations.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- Review of Self-evaluation.
- Tracking of two children and discussion with children including development records.
- Discussion with manager, provider, parents, staff and review of local authority and PSLA consultants' reports.
- Observation of the entire preschool session activity.
- Sampling of documentation to support welfare and safeguarding practices.

Inspector

Cordalee Harrison

Full Report

Information about the setting

The Northern Pastures Pre-school re-registered at these premises in 2012 and is managed by a committee of volunteers. It is located in St Luke's Church Hall, Newport Pagnell, Buckinghamshire. The pre-school has use of a hall, washing and toilet facilities and a kitchen. There is an enclosed outside area for outdoor play. There are 41 children on roll. The pre-school is in receipt of funding for free early education for three and four-year-olds. The preschool opens weekdays during term time. Opening times are Mondays,

Wednesdays and Fridays from 12.30 until 3.30 and on Tuesdays and Thursday from 9am until 12noon and from 12.30 to 3.30. The pre-school supports children who are learning English as an additional language. The pre-school employs three staff, they all hold relevant qualifications in childcare and education.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Improve planning for individual children, by gaining better quality information about each child's level of confidence in different situations.
- Provide the opportunities for children to self-select resources to extend play spontaneously.
- Provide the presentation of books, to encourage children to make independent use of them, by displaying attractively, so that children can see and use them independently.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The provision is good because children's experience activities that covers all areas of learning consistently. In addition, the vast majority of children demonstrate good communication skills, self-confidence, self-awareness, and increase understanding of their physical development. Children show their confidence in using numbers as they compare the number of children in the different groups. They further demonstrate their confidence and pride in their ability as they share their findings with others. Most children show that there are developing strong friendships and all show they are at ease with the staff. Staff are sensitive to the children. They offer the necessary support to individual children, which helps them to feel that they belong. The key person system is successful; however, the exchange of information at the start of placements does not provide enough information about children's confidence in new situations. Staff make effective use essential information such as children's home language. They use this information along with close working relationships with parents to support children to make good progress in developing their communication and language skills.

Staff are knowledgeable how children learn they plan good quality learning experiences for children both indoors and outside. This allows children to engage in purposeful and interesting activities in ways that best suit their learning style. Training in programmes such as 'Every child a talker' equips staff well to understand that importance of developing every child's communication and language. The preschool buzzes with children's lively

chatter. Although children enjoy books and stories in the pre-school, the manner in which books are accessible is not inviting to encourage their independent use. Children get sufficient physical exercise each day to promote different aspects of physical development. They are developing good control of large and small movements. Many children show their increasing physical development as they use the toilet independently.

Overall, children are interested and keen learners and their good behaviour and listening skills demonstrates their open and readiness to learning. For example, they come into the provision orderly, they sit and listen for their name, and they listen attentively at group story time. Children are progressing well towards the early learning goals they show a positive attitude to learning.

The contribution of the early years provision to the well-being of children

The practices for care are good because the staff know the children well. Staff create a safe environment in which children are very familiar and understands the routine. Through practice, children are extending their understanding about different aspects of health. For example, they eat healthily; participate in a variety of physical activities and discuss what keeps them healthy.

In the familiar environment, most children demonstrate their independence as they tackle tasks that are within their capabilities. For example, they help themselves to drinks of water. Most children move independently around the preschool to make use of the resources that appeal to them. The environment in which children feel safe helps them to take some responsibilities and make decisions as a part of their every day practice. Children and parents know the well-established key person system; it supports secure attachments for children and paves the way for good communication between all parties. The warm interaction between children and staff show that they feel safe. Children are confident to ask staff for assistance when they need to.

Staff have a calm approach with the children and are good role models for them. They supervise children closely and know when to intervene to redirect them and engage them in activities that are more meaningful. Children show respect for the staff and others. They are responsive to staff's guidance and show that they understand when behaviour is unwanted. Children know that there is the expectation for them to behave better.

Overall, the provision makes effective use of a wide range of good quality resources to support and promote all areas of children's learning and development. However, children are not always able to select additional resources spontaneously, their choices are dependant on what staff make available at the session.

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

The pre-school maintains a stable team of staff, who are knowledgeable about the educational programmes and how children learn. The pre-school plans activities effectively and makes use of indoor and outdoor play facilities to engage children in a broad range of learning experiences. There are systematic procedures in place for planning and assessments and senior staff regularly review children's progress. They use up-to-date information to develop activity plans. The pre-school is proactive to develop plans so that appropriate strategies are in place to support children. The preschool provides good quality resources to promote and support children's learning.

The pre-school's management team and staff are clear about their responsibilities to safeguard and promote the welfare of every child. They use safe recruitment practices as the foundation for assessing staff's suitability. Therefore, all staff are fully vetted and a mentor supervises all new staff closely. Staff are familiar with the pre-school's policies and parents receive good quality information to help them to understand the pre-school activities. The pre-school is physically safe and secure. Staff carry out routine checks, and act immediately to address safety matters, such as, keeping fire exits clear and removing slipping and tripping hazards.

Thorough self-evaluation helps the pre-school to reflect on its performance. It considers the views of all staff, and a parents questionnaire, ask parents for their input about the children and their experiences of the pre-school. The preschool is working successfully with other agencies such as the Local Authority and the Preschool Learning Alliance consultants to achieve and maintain good standards across all areas of practice. There are clear plans for improvement, for example, the pre-school is developing a stay and play session for parents, and there are plans in place to improve the information about activities and learning. The pre-school's aim is to extend parents engagement in children's learning. Nevertheless parents state that they are satisfied with the manner in which the preschool engages them in their children's learning. Parents feel that the various methods, such as stay and play, communication books and the staff's friendliness and approachability are key strengths of the pre-school. The pre-school is supporting staff to continue with their professional development. formally with higher qualifications, such as a level 4, foundation degree, and informally with qualifications such as first aid and updating knowledge about new initiatives in childcare, such as training to enable staff to support and develop every child's communication skills.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445082
Local authority	Milton Keynes
Inspection number	810143
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	41
Name of provider	Northern Pastures Pre-School
Date of previous inspection	Not applicable
Telephone number	07905 450816

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

