

# Moat Lane Pre-School

Prestwood Infant School, Moat Lane, Prestwood, GREAT MISSENDEN, Buckinghamshire, HP16 9DF

## Inspection date

20/11/2012

Previous inspection date

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 the strong staff team who work well together and implement daily routines effectively. As a result, children are happy, settled and confident. They develop many skills that prepare them for the transition to school.
- Staff have a secure knowledge of how to promote children's learning and development. They plan an interesting and challenging range of activities that cover all areas of learning.
- Children's progress is monitored accurately by staff who know them well and use their on-going observations to plan for their individual needs.
- Children display a great interest in books. They listen attentively to stories read by adults and enjoy sharing books and re-telling favourite stories to one another.

### It is not yet outstanding because

- There are fewer opportunities for children to weigh, measure and compare objects.
- Although there are daily opportunities for children to explore information, communication and technology equipment and acquire basic skills, staff do not always talk to children about the apparatus, which means they are unfamiliar with the names of the parts, such as the screen and mouse, and what these do.

## 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main play areas and outside learning environment.
- The inspector held a meeting with the pre-school manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector viewed the settings improvement plan and discussed procedures for staff professional development.

## Inspector

Sonjia Nicholson

## Full Report

### Information about the setting

Moat Lane Pre-school registered in 2009. It is managed by the governing body of Prestwood Infant School and operates from a self-contained unit within the school building, in the village of Prestwood, Buckinghamshire. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. Children attend from the age of three years. There are currently 53 children on roll who attend a variety of sessions throughout the week. The pre-school is in receipt of funding for the provision of

free early education for children age three and four years. The pre-school is open each weekday from 8.45am until 11.45pm and from 11.50pm until 2.50pm during school term times. Children have use of a large playroom, toilets, cloakroom and a secure outdoor area. They also share facilities within the school and have use of the field and playground. Seven staff are employed to work with the children, four of whom hold level 3 childcare qualifications and three who hold level 2 qualifications. The pre-school receives support from Buckinghamshire County Council Early Years and Childcare Improvement Team.

### **What the setting needs to do to improve further**

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

- talk to children about information communication technology apparatus to strengthen their knowledge and understanding of what the apparatus does and what they can do with it.
- provide further opportunities for children to compare, weigh and measure independently, so they increase their mathematical understanding of shape, space and measure.

### **Inspection judgements**

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

Children enjoy their time at pre-school and are motivated and keen to learn. They initiate much of their own play, especially role play where they dress up and engage in different scenarios, such as pretending to be an astronaut or taking their baby for a walk. Staff plan a wide range of interesting activities and experiences that cover all areas of learning. The key person system is effective. Staff know the children well, make on-going observations of them and use this information to plan for their next steps in learning. Children's learning journeys show they are making good progress given their starting points and comfortably reach the expected levels of development for their age range. For example, many children have a great interest in books. They select favourite books from the comfortable book corner and actively seek out adults to read to them. Children listen attentively and seize the opportunity to animatedly retell the story to one another. Children further develop their literacy skills by choosing a library book to share at home. Children's physical development is well promoted through daily opportunities for outdoor play, even when it is raining. They use a selection of wheeled toys to pedal, push and balance as they negotiate the space around them. The school field and playground provide further places for children to run, play games and use the balancing equipment to

increase their confidence and ability. The outdoor play area also contains resources that contribute to other areas of learning. For example, children explore the tray containing leaves and cones collected on a recent walk and make marks with chalks on the ground or at the easel.

Children quickly develop their independence. For example, they go to the toilet and wash and dry their hands without adult intervention, find their own coat when asked and establish firm friendships. Children acquire many mathematical skills as staff give them plenty of reasons to count and use numbers, colours and shapes. For example, a group of children play a colour and shape matching game where they notice similarities and begin to recognise and name 2D shapes, such as 'circle'. Another group use fruit shapes to find 'five bananas' or 'four apples'. Staff extend this by using mathematical language such as 'what happens if we add one more - how many have we got now?' There is an area with some resources to encourage mathematical exploration, but few opportunities for children to use scales, rulers and tape measures independently to compare, weigh and measure. Staff chat constantly to children and initiate conversations by asking questions to make them think, such as what they had for breakfast. Many children are keen talkers and confidently speak to adults, for example, a child comments 'It's raining today'. Although children are generally competent in their use of information communication technology equipment, such as wind up torches and computers, staff do not always talk to them about the apparatus and what it can do so they learn the names of the parts, such as, 'mouse' and 'screen'. Through the established daily routines, children are well prepared for school. For example, they learn how to line up sensibly, recognise their name on their peg and hang their coat up and how to unpack their lunch. Parents are well informed about their child's progress to enable their involvement in their child's learning and share this at home. They are welcome to come into the pre-school at any time, have daily contact with staff at the beginning and end of the sessions or can attend the formal parents meetings that are held twice a year.

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

Children have a strong sense of belonging. They develop close relationships with staff who are kind and caring towards them. Children are very familiar with the daily routine. For example, they know when they hear music towards the end of the session it means it is tidy up time. Staff act as good role models for behaviour and recognise and praise children's efforts in different ways. For example, they thank children for behaving so nicely during snack time and use the 'Kindness Tree' to record their achievements and good deeds. Today a member of staff adds leaves with details of the children who practised their parts in the Christmas production so well. Staff help children gain an understanding of risks as they remind them of what might happen if they run inside. Children play safely as staff are vigilant in their supervision. The premises are secure. Visitors are asked to sign in and out, wear a badge and are escorted when walking through the school. At collection time, staff ensure children leave safely by accompanying them to the gate where parents are waiting; children know they must not cross the painted line on the ground until they are told they can go. All requirements regarding fire safety are in place. These include fire control and detection equipment and an evacuation plan which children practise regularly so they know how to leave quickly and safely.

Snack times are sociable events where children enjoy healthy snacks of fruit and vegetables and starchy foods, such as breadsticks or plain biscuits with milk or water to drink. Children can independently access a jug of water to pour themselves a drink at any time during the session if they feel thirsty. Photographs and displays of children's work add to the bright, welcoming environment. The pre-school is well equipped to support children's learning with good quality toys, resources and furniture, which staff have organised to create different areas, such as an arts and crafts area with tools and materials readily available in the 'creation station'. Children's transitions are supported well. They have several pre-visits to help them settle into pre-school and once attending gain an awareness of school by taking part in joint activities and events, such as story times. Prior to transfer into school, teachers visit to observe children in a familiar environment. They share children's learning journeys with their key person so they can plan and prepare for children's next stage in learning.

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

The manager and leaders of the pre-school have a good understanding of the Early Years Foundation Stage framework and as a result all legal requirements are met. Through consistent monitoring, the educational programmes for children provide a broad balance of activities and experiences that help children make good progress. This is possible as the strong staff team work well together and are clear about their roles. They work hard and support one another effectively which means the sessions run smoothly. A designated member of staff successfully manages the coordination of students on childcare placements. The staff member oversees their induction and supervises their practice. As a result, students become a useful addition to the pre-school. There are robust recruitment systems in place to ensure only suitably qualified and experienced staff join the team. Their performance is monitored through regular professional development meetings and an annual appraisal where any practice issues or training needs are identified.

All staff undertake safeguarding training so they are aware of the procedure to follow if they have concerns about a child's welfare. Partnership working between the pre-school, school and outside agencies means families are supported whilst their privacy is fully protected. Parents spoken to during the inspection clearly appreciate the service provided. One parent says 'They're wonderful!' while another describes staff as 'nurturing and caring'. A grandparent comments 'It's all very positive thanks to the staff' and another parent says 'It's warm and welcoming and staff make time for individual children'. Through on-going self-evaluation several areas for improvement have been identified and an action plan has been devised to help achieve them; for example, by improving the outdoor area and accessing training for staff on outdoor play activities. Further improvements include involving children and parents from different cultural and religious backgrounds so they can share their customs and events to increase children's awareness of diversity. One area that staff have already begun to address is the implementation of the school initiative regarding Speaking and Listening. All parents have previously been given a questionnaire to complete which staff intend to use to help them plan and support

children's needs. Overall, the pre-school provides an organised friendly environment in which children make good progress.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### 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

<b>Unique reference number</b>	EY410328
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	756337
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Prestwood Infant School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01494890865

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### 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.



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