

Great Holm Pre-School

87 Kensington Drive, Great Holm, Milton Keynes, Buckinghamshire, MK8 9AY

Inspection date	06/02/2013
Previous inspection date	08/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are happy, settled and they make friends and establish relationships easily.
- Children behave well because they are provided with a range of stimulating activities that are a good balance of adult-led and child-initiated.
- Staff know the children and their families well and this helps them to effectively support children well.
- Self-evaluation is effective in identifying the pre-school's strengths and weaknesses. There is a clear plan in place to drive improvement.

It is not yet outstanding because

- Some staff are not able to effectively engage all children in large group activities to fully ensure their involvement in the activity.
- Although staff are fully aware of children's next steps of learning this is not clearly detailed to inform others, for example, when supply staff or others provide cover.

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

- The inspector held discussions with the manager.
 - The inspector observed children's play and staff interaction, indoors and outside.
 - The inspector and manager undertook a joint observation of a teaching activity.
 - The inspector talked with available staff, parents and the committee chairperson.
- The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and staff suitability records.

Inspector

Josephine Adeyemi

Full Report

Information about the setting

Great Holm Pre-school registered in 1989. It is managed by a voluntary committee of parents and carers. The pre-school operates from the local community hall in Great Holm, Milton Keynes. The pre-school is open Monday, Tuesday, Wednesday and Friday 9.30am to 2.45pm and Thursdays 9.30am to 12noon. Children can attend a variety of sessions. Children attend from the local and surrounding area. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school is

registered on the Early Years Register. There are currently 52 children on roll in the early years age group. The pre-school is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are eight staff who work with the children and the pre-school employs an administrator. The manager and seven other members of staff hold appropriate early years qualifications. One member of staff is currently working towards a relevant childcare qualification.

What the setting needs to do to improve further

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

- expand the systems for staff to share their knowledge, skills and good practice with each other to promote consistency, particularly in large group activities
- review how children's next steps for learning are recorded so that all staff, even supply staff, can easily identify and promote these.

Inspection judgements

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

Staff provide purposeful activities to support all children's development across the seven areas of learning. Staff knowledge of the Early Years Foundation Stage framework is secure. This informs the daily set-up of the pre-school environment and activities planned for the day, both indoor and outdoor. There is a wide range of stimulating resources laid out thoughtfully for children to choose from. This encourages the development of their independence skills. For example, children self-register by picking out their name from a board, they hang up their coat and choose from the resources on display. Children also help themselves to additional resources stored on low shelves.

Staff welcome children into the pre-school with happy smiles that helps children to relax, be ready to learn and have fun. There is an effective settling in procedure in place, supported by a key person system, which helps children feel secure. The initial information about children's home life, likes and dislikes, as well as completing a short stay with their parent helps children settle well. Children feel safe and separate from their parents easily and newly-starting children quickly make friends. All staff know children's individual identified next steps for learning well. However these are not clearly detailed for others working with the children to know. This could prevent any supply staff or new members of

staff from offering consistently challenging activities to children.

All children make good progress in all the seven areas of learning; they also gain useful skills for the future. Staff use challenging teaching strategies to encourage children to be creative and explore. They make good use of the space and resources to encourage children's learning. Staff assist the children to move toys around to help them create their desired scenario. For example, children move boxes from the home corner to the 'forest' so the animals can have a place to sleep. The home corner which consists of different sizes of empty cardboard boxes is very popular among the children. Children fully explore its potential encouraging the development of their social skills, communication, imagination and creativity. They play 'hide and seek', negotiate, take turns and pretend it is 'windy' or 'stormy' when the box sways. The pre-school participates in the 'Every Child A Talker' initiative which impacts positively on the communication development of children. Staff use every opportunity to have conversations with children extending their learning. For example, when children announce that 'the sun is out' staff asked how that makes them feel and draws other children into the conversation.

Staff support children in gaining skills for the next stage in their learning. Children use tools, closely supervised and encouraged by staff, to develop their hand and finger control skills. For example, they colour, glue, decorate and use scissors to cut out their activities. Staff write children's names on a piece of paper and encourage them to copy it onto their work. Although some staff are very skilled at supporting all children's learning intentions during large group activities others are not as confident. They find it easier to focus on and support those closest to them. Staff actively encourages the development of children's mathematical skills throughout the pre-school. Circle time routine helps children's counting skills, they count and record how many children are present for the day. Maths tables support children to learn about numbers, shapes because staff play games, and complete puzzles with them.

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

Children benefit from following a similar routine. Expectations are clear which helps them to settle well in the pre-school. Older and younger children have their own separate circle times. Staff use this time to inform, explain and discuss routine and expectations with them. Older children are encouraged to think about the impact or consequences of their actions on others. For example, they explore how they can care for the resources, why they need to take turns, how they can be caring to others. Also what behaviour is expected both outdoors and indoors is reinforced. 'If we do not take care of our library books, what will happen?' staff asked. 'She will not give us another one', children respond. Older children are actively encouraged to look out for the younger and newer ones, using the 'we are all friends' card. Staff remind younger children of expected behaviour and point out what activities have been set out for the day. They all enjoy reciting rhymes and songs, greeting each other and staff. This all helps them get used to the pre-school and develop their language and vocabulary.

Staff strong knowledge of the children helps them to offer personalised support for each child. They are sensitive and know when to offer comfort, help or when to allow children sort themselves out. Children get lots of praise for their effort as well as achievements however small. This helps children develop self-confidence, knowing that staff trust them to sort things out for themselves wherever possible. For example, they hang their coats on individual pegs in the morning and put them on independently for outdoor play. Children are challenged and encouraged to persist and try different alternatives to sort a problem. For example, staff place the hood of their coats onto their head and encourage them to push their hands through. Things are not done for them but with them to support their independence and abilities. This supports children's self-motivation and self-esteem and they take pride in their achievements. Competent staff knowledge of individual children ensures they are all supported well.

Staff give priority to keeping children healthy and safe. Children's growing understanding of how to keep themselves healthy is fostered by staff who support them sensitively with their personal care. Able children increasingly take charge of their personal hygiene. Gentle reminders to younger children support their understanding of good hygiene practice. Snack time consists of a healthy balance of fruits and food appropriate for children's age and stage. Children have access to fresh air and regular exercise in the outdoor play area. Staff lead by example, they participate in all the dance moves, jump, skip and run with the children. Staff constantly remind children of the importance of keeping themselves safe at all times. For example, they practise how to cross roads safely and use appropriate protective equipment while riding bikes.

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

The management team clearly understands their responsibilities to meet the requirements of the Early Years Foundation Stage. The manager effectively monitors educational programme to ensure it provides a broad range of learning experiences. This ensures that the broad range of experiences on offer help children make good progress towards the early learning goals. Secure understanding of how individual children learn ensures that the staff target their identified needs, close learning gaps and seek appropriate support when needed. There are rigorous systems to observe, assess and monitor all children's progress, including the progress check at age two. The committee and manager are committed to promoting inclusion of all children and families with staff within the setting having defined responsibilities. For example, the designated staff member who supports children with special educational needs liaises closely with parents and other professionals. The manager ensures all staff are fully aware of children's additional needs and all work together to support their progress.

Arrangements for safeguarding children are strong and fully embedded. Clear and up-to-date policies and procedures are understood by all staff who are committed to keeping

children safe. A robust recruitment and induction system ensure that only suitable adults are employed to work with children. Staff have regular supervision sessions to support their on-going development. Any under performance is promptly identified and tackled to ensure all children receive good quality support from staff. For example, the manager sets action and identifies training that will help support their performance.

Effective two-way flow of communication between parents and the pre-school supports strong partnership working. Parents receive accurate information about the care and learning of their children. An 'open door' system allows parents to talk to their children's key person or any other staff without prior appointment. Parents appreciate staff efforts and are happy with their children's progress. They advise that the pre-school fully informs, involves and actively encourages them to help drive improvement; every member of the committee is a parent. Focused partnership with external agencies and professional help secure support and ensures children receive any assistance they need. Transition for children and their parents to school is effective because the pre-school arranges regular visits to 'big' school to get them familiar with it. An effective exchange of information between the pre-school and school also helps the new teacher's understand the needs of the children.

Parents, staff and children contribute to the rigorous self-evaluation system. The leaders and manager demonstrate their priorities to continuous improvement by clearly identifying weaknesses and putting realistic plans in place to address them.

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	141778
Local authority	Milton Keynes
Inspection number	814014
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	52
Name of provider	Great Holm Pre-School
Date of previous inspection	08/07/2011
Telephone number	01908 566459

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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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