

Whaddon Under 5's Playschool

Jubilee Hall, Stock Lane, Whaddon, Milton Keynes, MK17 0LS

Inspection date

18/03/2013

Previous inspection date

07/11/2011

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

- Very effective procedures allow children to settle quickly, they make friends with other children and staff easily.
- The pre-school offers a wide range of stimulating and engaging resources for children to enjoy, this supports their development and help them to make good progress.
- Staff actively support children's independence by allowing them to choose their own resources and spend time using them to extend their imagination.
- Parents are happy because their children are making progress in the preschool. They regularly get good quality information about their children's activities in the preschool.

It is not yet outstanding because

- Children have fewer opportunities to learn about cultural diversity in meaningful and relevant ways.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of an adult-led activity.
- The inspector talked with available staff, parents and the committee chairperson, and held discussions with the manager.

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

The Whaddon Under 5's Playschool was registered in 1997. It operates from the main hall, smaller room and enclosed outside area of the village hall in Whaddon, on the outskirts of Milton Keynes. It is run by a committee of parents, whose children attend the pre-school. Children attend from the village and surrounding areas. The pre-school is open Mondays from 9.30am to 2pm and on Tuesday to Friday, from 9.30am until 12.30pm during school terms. The pre-school is registered on the Early Years register and both parts of the Childcare Register. There are currently 18 children on roll aged between two-and-a-half and four years. The pre-school accepts funding free early education for children aged three and four years. The pre-school employs four members of staff, three of whom hold appropriate qualifications at level three or four.

What the setting needs to do to improve further

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

- strengthen children's understanding of cultural diversity by providing books, posters and resources which represent various backgrounds, and invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work.

Inspection judgements

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

Staff are knowledgeable about how children learn, their teaching is based on a well developed understanding of the seven areas of learning. They use engaging educational programmes and varied opportunities that successfully extend children's learning and development. Exciting resources and a well-planned environment, both indoors and outdoors keep children motivated and eager to learn. Natural resources like real potatoes and phones support children's understanding of the world. Well-embedded practices consistently challenge children to be independently learners. Staff are confident and competent practitioners, they give children enough time to enjoy and explore their play. Resources stored at low level, accessible wash hand basins and coat hangers all promote children's independence. Children are confident to move their resources around to extend and enjoy their play. For example, children move potatoes from the 'shop' to find buyers in the reading corner. They receive 'orders' over the phone in the shop and count out change to customers. Effective staff questioning skills helps to promote children's language development and support them to take responsibility for their own learning.

Systems for obtaining initial information about children are effective. A comprehensive 'all about me' document is used. Parents and children are actively encouraged to attend during different sessions, to enable staff to make observations. Information obtained from parents initial assessment and staff observation contribute to a record of children's starting points and staff knowledge and understanding of individual children. All children make good progress in relation to their starting points.

Planning, observations and assessments of children are clear and accurate and include contributions from all staff and parents. Staff reflective system for tracking and analysing children's learning and progress mean that they are able to identify and support children who require intervention quickly. Clear identification of each child's next steps in their 'focus child' planning helps staff close any identified gaps quickly.

Staff focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children are well prepared for school and their next stage of learning. Children develop social skills as they play cooperatively, take turns, share resources and negotiate and problem solve during activities. They cut, glue and paint, learning to handle tools correctly. Staff encourage them by displaying their creations around the preschool. Children are encouraged to share their work with friends and parents by taking some home.

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

Supportive care practices help to ensure that children are happy and settle quickly. Robust settling in systems mean staff have thorough information about their home routines, family and care needs. This helps them to offer personalised and unique support and care to each child. Children look forward to coming to pre-school and take their creations home daily to show their parents. The effective implementation of the key person system ensures that children form secure emotional attachments and show a strong sense of belonging.

Behaviour is good because children benefit from secure and consistent routines. Staff's expectation of children's behaviour is high; children understand signs and gestures used to invite them to the carpet area or to a change of activity. Children learn about acceptable behaviour, how to cooperate with others and to care for younger children. For example, they build a bridge together and the smallest volunteers to go under the bridge to check that it is high enough. Staff are good role models, they lead by example, consistently saying 'please' and 'thank you' to children as appropriate. Children use some resources that provide positive images of diversity and staff help them to treat each other with equal concern. However, there are fewer opportunities for children to learn about cultural diversity in relevant and meaningful ways to better enable them to respect differences in society.

Children's physical skills and their enjoyment of the outside area is promoted actively through the pre-school free-flow practice. The door to the playground is open throughout the day to give children free unrestricted opportunities to play outdoors. Children play

safely and show their excitement to play outside by fully interacting with the wide range of resources on display. They learn to keep themselves safe as they learn the meaning of road signs and use protective equipment like safety helmets. Staff effectively extend the session to support their skills for the future and prepare them for their next stage in learning. Children take turns as they wait patiently to use resources. They discuss and make road signs and play cooperatively. Older and more able children understand the importance of maintaining good healthy practices. They are helped to manage their own hygiene and personal need independently. For example, children wash their hands; make their sandwich of bread, butter, and ham and help themselves to milk or water independently. Children are able to choose when to have their snack, as they visit the snack table when they feel hungry. Staff encourage children to use lunch time to talk about the day's events, events from home and other issues.

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

Managers and staff have a good understanding of the Early Years Foundation Stage framework. Arrangements for safeguarding children are strong and well embedded. Clear and robust policies and procedures underpin practice and supports children's safety.

Rigorous recruitment and induction procedures mean that all staff undergo robust suitability checks and are deemed qualified to work with children. Staff understand their roles and responsibilities and have completed the required training. Effective monitoring and performance management of the manager and staff ensures that they identify and address training needs promptly. Staff deployment is good because they ensure that children all are within sight or hearing at all times.

Systems for ongoing self-evaluation are effective and robust. They help to identify a clear plan for future improvements. Parents, children, staff, manager, and the management committee all contribute to the direction and developmental plan of the pre-school. Management is committed to providing good quality educational programmes for children. They actively seek and obtain involvement. Committee members are all parents who are fully involved in the running of the pre-school.

The manager and staff are knowledgeable about all aspects of the Early Years Foundation Stage. There are rigorous systems to observe, assess and monitor each child's progress, including the progress check at age two. Any gaps are identified and action taken to support staff in closing them.

Partnerships with parents are well established. Regular and effective flow of communication ensures that parents are satisfied with the quality and amount of information they get. Notice boards, newsletters, open days and daily feedback enable parents to play a full and active role in their child's care and learning. Partnership with external agencies and others are strong and effective. The manager seeks and secures any required intervention that contributes to meeting children's needs. The manager works closely with several support staff from the local authority.

Arrangements for children's move to school are very effective. Regular visits to the reception class for story time helps to ensure that the village primary school is very familiar to the children. Staff exchange comprehensive information about the children's learning, development and care needs. This helps to ensure the continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	131140
Local authority	Buckinghamshire
Inspection number	813744
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	25
Number of children on roll	18
Name of provider	Whaddon Under 5's Pre-School
Date of previous inspection	07/11/2011
Telephone number	07922184740

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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, which are usually the childminder's 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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