

# Stantonfields Pre-School Playgroup

Wood End First School, Redbridge, Stantonbury, Milton Keynes, Buckinghamshire, MK14 6BB

<b>Inspection date</b>	06/06/2013
Previous inspection date	29/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 enjoy a wide range of good quality educational experiences both inside and outside in a stimulating environment.
- Children make good progress because adults observe them closely and effectively plan for next steps in learning.
- Close relationships are in place between adults and children resulting in a positive emotional environment where children feel safe.
- Strong leadership means that the pre-school demonstrates the capacity to drive forward improvement continually in order to raise standards.

### It is not yet outstanding because

- Adults do not consistently encourage children to develop skills in supporting them to be fully independent. They miss some opportunities, particularly for older children, to encourage them to choose when they have snack, to pour drinks unaided and use the toilets unaccompanied.

## 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 staff, parents and members of the committee and held discussions with the manager.

The inspector examined documentation including a representative sample of

- children's records, evaluation documentation, display materials and safeguarding arrangements.
- The inspector tracked a sample of individual children to assess progress.

## Inspector

Sue Skinner

## Full Report

### Information about the setting

Stantonfields Pre-School opened in 1996. It operates from two rooms within the main building of Wood End First School in Stantonbury, Milton Keynes. Children have access to a secure outside learning environment. The pre-school is open each weekday from 9am to 12pm and from 1.15pm to 4.15pm. It also offers a lunch club for a maximum of 20 children from 12pm to 1.15pm. There are currently 64 children aged from three to five years on roll. Children come from the local and surrounding areas. The pre-school employs 14 staff with 13 holding appropriate early years qualifications. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education for children ages three and four years.

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

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

- provide more opportunities for children to fully develop skills to help them to become more independent, particularly during self-care routines.

### Inspection judgements

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

Children at the pre-school make good progress. Staff meet children's individual needs well and have good systems in place to promote learning. Children play in a stimulating environment that offers plenty of variety, interest and enjoyment. Staff demonstrate a confident knowledge and understanding of child development and are effective in supporting children to progress well in all areas. Staff maintain thorough assessment records and track children's progress closely; strategies are in place to support all children to reach their full potential. Staff reference their observations to the Development Matters in the Early Years Foundation Stage guidance and make accurate judgements about children's development. Planning results from frequent observation and through children's individual interests. As a result, planning closely reflects children's next steps of learning.

Information about children's progress, including their characteristics of effective learning, is shared with parents. This process enables parents to be fully involved in their child's development and helps them to support their child's learning at home. In addition, parents receive regular text messages outlining some of the activities that the children will be learning.

The pre-school is equipped with a wide variety of resources, which provide a range of interesting choices for children in areas that are clean, attractive and inviting. Staff value children's creations, such as their butterfly pictures, by carefully displaying work promoting children's positive self-esteem. There is a strong emphasis on children being able to access their own resources, which are positioned at a good height. This means that children are able to select what they want to play with independently resulting in high levels of concentration and enjoyment.

Children are encouraged to develop their imaginations as they play in the themed imaginative play area about a train ride. They engage in 'real life' experiences using money to buy tickets, drinks and snacks from the station shop and then board the train to go on a journey. Adults play alongside children interacting purposefully to support their language development. Children explore creativity as they paint, talking to an adult about the colours they are mixing. They interact with adults, describing what they are doing as they use brushes to create representations. Adults encourage children to focus on the process of the experience, rather than the finished outcome, which supports learning fully.

Adults support children with writing to form letters correctly and to link sounds to letters at appropriate opportunities relative to children's abilities. This ensures that children are getting ready for their move to school. Children are developing crucial mathematical skills in number, shape and measurement. For example, children choose number songs from a music sack sharing out objects whilst singing number songs. They learn to count forwards and backwards as they sing about five currant buns and speckled frogs and they learn about shapes as they make creative pictures.

Children are happy as they play and learn in the large outside space. There are a range of surfaces, including grass, soil, rugs and cushions. A large purpose built cover provides plenty of protection from the rain and the heat of the sun. There is a broad range of activities on offer to children organised into areas. Children extend their understanding of the natural world as adults provide exciting opportunities for them to dig for 'treasure' in the ground. Real child-sized implements, such as spades and forks, are available for children to access independently encouraging them to handle tools appropriately. Children get excited when they find leaves, insects and beans.

The pre-school is involved in the 'Every child a talker' programme and the result of this has had a positive impact on children's language and communication skills. Spaces for children to read and chat are thoughtfully planned. Large flower shaped telephone structures are a fun resource that entice children to speak and listen to each other across the outside area. Well resourced book areas promote opportunities for quieter conversations.

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

Staff operate an effective key person system which results in children feeling safe and secure. Children are well behaved, following the clear rules that are visually displayed in the classrooms. Expectations of children are high as staff promote initiatives, such as the

leader of the day, encouraging children to take on responsible roles, such as organising the weather chart. Children develop a firm sense of belonging as they build strong relationships with adults whilst experiencing familiar routines. Children's levels of emotional well-being are monitored closely and staff praise children's efforts providing opportunities for their confidence and self-esteem to grow. Children co-operate and demonstrate positive attitudes to each other. For example, they are independent in applying strategies, such as the use of sand timers to support sharing and turn taking when using the computer.

Staff ensure children are protected from harm and are vigilant at sharing information with parents regarding minor accidents. Systems are in place to ensure that all staff are thoroughly checked for their suitability to work with children. All children are valued regardless of their cultural background. Staff have been proactive in translating information, such as the pre-school handbook into different languages to make information more accessible to all families.

Children are learning about a healthy lifestyle as they are encouraged to eat balanced meals and snacks. Staff sit with children during snack times and these provide valuable opportunities for informal conversations. Good hygiene standards are maintained and children are encouraged to wash hands before snack. The hand washing facilities are of a high standard with liquid soap, paper towels and warm water. Children are taught thorough hand washing techniques and they apply this practice in their routines. They wash their hands after digging outside and they discuss why this is important. However, adults do not consistently encourage children to develop skills in supporting them to be fully independent. Some opportunities are missed, particularly for older children, to choose when they have snack, pour drinks unaided and use the toilets unaccompanied.

Children have plenty of opportunities to be active in the large outside environment and they are also able to access the school hall for fun activities such as parachute games. Daily opportunities to use small and large equipment help children to develop their physical skills. The door to the playground is open for much of the day to give children free unrestricted opportunities to play outdoors. Children are provided with excellent opportunities to move as they use the large purpose-built apparatus to climb, swing, balance and slide.

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

The manager and staff have a clear understanding of their responsibilities regarding the safeguarding and welfare requirements. Staff can describe actions to take to protect children and are vigilant at giving safety a high priority. Robust systems are in place to check the suitability of staff to work with children. There are a good range of policies, procedures and documentation to enable staff to meet the requirements of the Statutory Framework of the Early Years Foundation Stage. Risk assessments are regularly reviewed to ensure that they are effective. The manager has a good overview of the learning and monitors the provision and staff well. She monitors planning and assessment

arrangements closely so that individuals and groups of children receive good support to close any gaps in learning.

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. The management and staff reflect on their practice through their own self-evaluation. They identify areas for development, for example, with the introduction of the 'PALS' (Playing and Learning to Socialise) initiative. Strong leadership means that the pre-school demonstrates the capacity to drive forward improvement continually in order to raise standards. The pre-school has also been active in using accredited improvement schemes to strengthen quality.

Staff attend a range of training courses to enhance their knowledge and understanding in order to improve outcomes for children further. They receive regular appraisal sessions, which support their ongoing professional development effectively.

Partnerships with parents are developing well. The regular and effective flow of communication ensures that parents report that they are happy with the information they receive. Imaginative initiatives, such as parent workshops, dad's sessions and stay and read sessions, support parents to engage fully with their child's learning. Parent consultation opportunities, where information is shared about children's progress, are held on a regular basis. Management also support effective partnerships with consultants from the local authority as well as other professionals in order to improve outcomes for children.

### **The Childcare Register**

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

The requirements for the voluntary 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 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

<b>Unique reference number</b>	141805
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	845655
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	64
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Stantonfields Pre-School Playgroup Committee
<b>Date of previous inspection</b>	29/09/2008
<b>Telephone number</b>	01908 322304

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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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