

Speen Pre-School

Speen Village Hall, Studridge Lane, Speen, Princes Risborough, Buckinghamshire, HP27 0SA

Inspection date	30/09/2013
Previous inspection date	18/10/2011

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 make good progress in relation to their initial starting points. This is directly due to staffs' effective teaching techniques and a good range of activities.
- Children are safe and secure, and staff meet their welfare needs effectively.
- Staff develop trusting relationships with parents in order to support their child both in the nursery and at home.
- The pre-school is well led and managed, self-evaluation is effective and identifies strengths and areas for development.

It is not yet outstanding because

- Although children enjoy playing outdoors, they do not have access to a wide range of materials and resources to further ignite their ideas and play experiences.
- Staff do not provide a wide variety of resources in the role play area for children to further develop their imagination and create their own ideas.

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.

Inspection activities

- Children make good progress in their all-round development in this inclusive and welcoming pre-school.
- Children make strong attachments to their key person and other staff, which promotes their personal, social and emotional development well.
- Effective self-evaluation means that the staff continually extend the good service for children and their families.
- The staff place a strong emphasis on establishing effective partnerships with parents and others in order to successfully meet the children's individual needs.

Inspector

Kim Mundy

Full Report

Information about the setting

Speen Pre-school registered in 1970 and a committee manages it. The pre-school operates from the village hall in Speen in Buckinghamshire. There is access to a hall and a secure outdoor play area. The pre-school provides a service for children from the local community and surrounding areas. It is open each weekday during term times only from 9am to 12pm. The pre-school offers an optional lunch club from 12pm to 1pm on Monday, Tuesday and Wednesday and afternoon sessions from 1pm to 2.30pm on Tuesday and Wednesday. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. Children attend for a variety of sessions. The pre-school employs the manager as a full-time member of staff and four part-time members of staff. All staff hold appropriate early years qualifications. The pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- extend the range of outdoor materials and resources so children can further explore and develop their ideas
- develop children's role-play experiences by providing a variety of familiar resources reflecting real life.

Inspection judgements

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

Children arrive happily at the pre-school and are eager to start their day. They have a strong sense of belonging as they bring in the milk bottles, hang up their coats and put their packed lunch away. They quickly settle at activities of their choosing and staff are close by to offer support and guidance. Children achieve well because the quality of teaching and learning is good. The atmosphere is very inclusive and this in turn helps the children to grow in confidence and self-esteem. Boys and girls alike achieve consistently well because staff plan for their individual learning whilst taking their interests in to account.

Children make good progress in their communication, language and literacy. They enjoy listening to stories when staff skilfully engage their interest by asking open questions and getting them to predict what may happen next. Parents make beautiful story sacks, which

children take in turns to take home on a weekly basis. This involves parents in their children's learning and helps them to develop a keen interest in books. Children enjoy bringing in photographs of their summer holiday to talk about with their friends. They practise their early writing as they make marks in sand and paint. More able children are able to draw a picture of themselves, adding details such as their facial features. Children learn that print carries meaning, for example, as they find their name card when they self-register, at snack time and on their coat peg.

Children develop good imagination during many activities, for example, as they join in music, art and craft activities. However, the role-play area does not have a wide range of interesting everyday objects readily available to further extend children's imaginations. For example, magazines, real items and telephones. Children thoroughly enjoy playing and learning indoors and outdoors. As children learn to throw and catch balls, staff encourage them to explore whether it is easier to catch a big or small ball. They use a local field as a 'Forest school' and here, the children enjoy building fires with twigs and leaves and toast marshmallows on sticks to eat. They learn to keep themselves safe and develop good physical skills as they balance on logs and climb on apparatus. Children find out how things work as they use magnifying glasses and binoculars to observe the bugs and birds. However, they have fewer opportunities to select from a wide range of materials and resources to further promote their own ideas in the pre-school garden.

Children show a keen interest in problem solving as they build with construction toys, name colours, numbers and shapes. They have fun measuring in the water play and observe the effect of the different weights of balls rolling down the pipe in to the water. Children develop a good awareness of the world in which they live. They begin to learn about multicultural Britain as they celebrate festivals. Children play with a range of toys and resources including those that reflect disabilities, which helps them to appreciate differences. Children enjoy creating with paint, dough and digging in sand. This supports their creativity as they explore texture through their senses. Children develop technology skills as they click and drag the mouse when using the computer and place transparent shapes on the light box. The children enjoy positive learning experiences, which help to prepare them well for their future learning.

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

Children form a strong attachment with their key person and as a result, they feel safe and secure in whatever they are doing. In the absence of their key person, they relate well to their second key person and other adults within this small staff team. Children develop good social skills as they play alongside and with each other. They are extremely well-behaved and eager to help out in their pre-school. Staff offer frequent praise and encouragement to boost children's confidence and therefore, help them to achieve and become good learners.

All necessary records are in place to promote children's well-being such as accident and medicine administration records. Two staff members hold a current first aid qualification to administer first aid correctly to children as the need arises. Staff follow good hygiene

routines and the pre-school's suitable sick child policy is followed in order to minimise possible cross infection. Children learn to keep fit and healthy; they enjoy fresh air and exercise as they choose to play inside or outdoors. At snack time, children pour their drink and help themselves to a variety of fruits. They talk about the importance of washing hands so they do not eat germs.

Staff help children to keep themselves safe, for example, they are taught how to handle equipment and resources safely, including the use of scissors. Furthermore, they learn to keep safe during the police officer's visit and on outings within the village when they wear high visual jackets and talk about crossing and walking along roads safely. The pre-school is well-resourced with good quality nursery furniture, toys and resources. Therefore, children's well-being is promoted successfully.

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

This inspection took place following a compliance investigation when Ofsted set an action to improve. As a result, the pre-school place a stronger emphasis on safeguarding children. All staff have updated training and have a robust knowledge and understanding of child protection. A thorough safeguarding policy is in place, which includes a procedure for reporting allegations of abuse against a member of staff. The pre-school has gone through a time of change. However, the manager leads the team effectively to provide a good service to children and their families. Rigorous recruitment and effective induction procedures for staff are in place to ensure their suitability to work with children. Staff place a strong emphasis on making sure that children are free from harm. Comprehensive risk assessments cover indoor and outdoor environments to keep children safe and secure. Staff are very well deployed and vigilant in supervising the children at all times.

The manager oversees the planning and implementation of the well balanced educational programmes. Through observing staff practice, the manager monitors the effectiveness of the quality of teaching. Staff observe the children's progress and record this in their learning journals, which clearly show how the children's skills are emerging and identifies their next steps. Effective systems are in place for the progress check for two-year-old children. This helps to identify possible gaps in the children's learning and to plan any necessary support through early intervention.

The staff reflect on their practice as part of their ongoing self-evaluation. This helps the staff team to identify the pre-school's strengths and areas for improvement. Parents' views are valued as part of the self-evaluation process. They complete survey questionnaires to express their views about the service. The pre-school has successfully addressed the recommendations set at the last inspection to benefit the children. There are systems in place to manage underperformance and to support staff, for example through one-to-one meetings and yearly appraisals. Staff welcome input from other professionals and continuous professional development is encouraged through attending training courses. Given the current good practice of the staff team, the pre-school has the capacity to make continuous improvement.

Parents are highly valued as partners and receive comprehensive daily written and verbal information about their child's day. Regular parents' meetings offer opportunities to discuss each child's progress, to share observations and assessments. Discussions with parents during the inspection reveal that they are pleased with the care and education their children receive. Staff establish good relationships with local schools that the children move on to. They provide a leaving report for parents and teachers detailing children's good progress towards the early learning goals. A local reception teacher shares information about skills pre-school children will benefit from when starting the village school's nursery or reception year. Children enjoy dressing up in the village school's uniform and looking at photographs of the schools they move on to.

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	EY256882
Local authority	Buckinghamshire
Inspection number	932434
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	14
Name of provider	Speen Pre-School Committee
Date of previous inspection	18/10/2011
Telephone number	01494 488160

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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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