

# Bletchley Pre-School Including Cuddles Nursery

Activities Centre, Porchester Close, Bletchley, Milton Keynes, Buckinghamshire, MK3 7DF

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 26/09/2013 |
| Previous inspection date | 19/06/2013 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | Previous inspection:    | 4 |
| How well the early years provision meets the needs of the range of children who attend |                         | 3 |
| The contribution of the early years provision to the well-being of children            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff are aware of how to support children's learning and use sound methods for monitoring their progress.
- Children enjoy freedom to move between rooms and the outdoor area as they follow what interests them. This supports their independent learning.
- Staff are attentive to children's needs for security when they first arrive at the pre-school and allow them time to settle with familiar comfort items.
- The manager is raising morale amongst staff and increasing their sense of team working and commitment to ongoing improvements.

### It is not yet good because

- The organisation of resources in some areas does not suitably promote children's good health.
- Not all staff use diversion techniques, for example in channelling boisterous play into more productive learning.
- Risk assessments in the garden area do not cover uneven surfaces which may be hazardous when children are manoeuvring vehicles.

## **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 spoke with parents, staff and children.
- The inspector undertook two joint observations with the manager.
- The inspector looked at required documentation including safeguarding procedures and children's records.
- The inspector held a meeting with the manager and chair of the committee.
- The inspector observed children's learning activities in all rooms and the garden area.

## **Inspector**

Hayley Marshall

## Full Report

### Information about the setting

Bletchley Pre-School first registered in 1968, with the nursery area opening in 2001. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is located in Bletchley, close to the centre of Milton Keynes. A committee of volunteers manage the setting. The setting comprises of one large main hall and two adjacent rooms, as well as a kitchen, toilets and washing facilities. There is a fully enclosed play area available for children's outside play. Children attend from the local community and surrounding areas. The setting is open Monday to Friday term time only. The pre-school operates from 9.10am until 3.10pm, with sessions available from 9.10am until 12.10pm and 12.10pm until 3.10pm with the option of an early start of 8.30am by arrangement. Children may stay for the whole period and bring packed lunch. There are currently 64 children attending who are in the early years age group. The setting is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The setting employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and five hold a level 3 qualification.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- promote the good health of children by improving their knowledge of safe drinking water to reduce the risk of the spread of infection.

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

- improve methods to divert children away from boisterous play into more productive learning scenarios
- encourage children to understand about their own safety when they play in the garden, for example, by keeping cars on the soft surface area to prevent them from tipping over.

## Inspection judgements

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

Staff observe children at play and use this information to plan for the children's next steps in learning. Staff use tracking to identify how well children progress and if they require any additional support. As a result, children make suitable progress in their development. Staff encourage parents to share information about children's achievements at home and display this on a special wall. This helps to raise children's sense of self-esteem and pride in what they can do. Staff talk to parents about children's progress at parents' meetings and through termly summaries of their development. A home link book and homework helps parents to support children's learning at home. Staff are aware of how to access further support for children when needed and draw up individual education plans to ensure their needs are met.

An appropriate balance of adult-led and child-led activities helps to maintain children's interest. Children move between rooms and the outdoor area as they choose where they play. A plan for staff deployment helps to create an organised and purposeful environment for children's learning. Suitable activities help children to begin to develop their physical skills. In the garden they play together with staff as they roll a ball backwards and forwards and learn to throw and catch. Children enjoy climbing through tunnels and up climbing frames as they use their large muscles. Inside children develop their smaller muscles through a range of opportunities to write, draw and create with pencils and scissors.

Staff use picture cards to help all children to express their desires and needs. Staff learn key words in children's home language to help them to understand routines. Staff talk to children throughout the day and ask them open ended questions. Children think about their response and then ask questions of staff. This helps them to gain some of the skills that will support them in their future learning and eventual readiness for school. Young children broaden their vocabulary as they sing songs and share stories with staff.

Children spend significant periods of time playing with water. Staff help them to learn about mathematics as they fill up and empty containers. Children use computers programmes to count and recognise numerals with staff support. Children join in with role play, using toys for construction sites as they make believe and pretend. However, some children enjoy playing aggressive games, such as play fighting. Staff always challenge this and explain to children why this could be dangerous, but do not offer children ways to divert this behaviour. As a result, children quickly return to this type of play.

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

Staff help children to settle at the pre-school by encouraging them to slowly give up their comfort items. Children separate from their parents confidently because they form close bonds with staff. Staff know their key children well and plan suitably for their care. The pre-school helps children to prepare for the move into school. They invite teachers from local schools to attend the pre-school to meet children and attend local schools for story time. This helps children to become familiar with those who will teach them and the school they will attend. Staff work with parents to find out about children's routines at home. They follow their guidance for children who need to eat a restricted diet because they

have food allergies, for example. Staff record what children are allergic to and include photographs of children to ensure all staff are aware of who needs to avoid what.

Staff sometimes encourage children to learn about how to keep themselves safe. For example, they explain why they must not jump around on the carpet in case they step on the fingers of others. Children enjoy playing with bikes and large cars and develop coordination as they do so. However, they fail to recognise how to use these safely and drive off the soft surface in their cars. This makes the car tip over and children become stuck, unable to climb out. Staff explain expectations for behaviour and promote some positive ways of helping children to behave well. They monitor activities to ensure children take turns and understand about the need to share. Overall, this helps children to get along well together.

Children start to attempt to dress themselves before they go outside to play. Staff explain about suitable clothes for the weather and follow government guidance on protecting children from the risk of the sun. Children make choices about where they play and eat. This helps them to recognise their own needs and gain an appropriate sense of independence. Children develop this further by pouring themselves a drink of water when they play in the garden. However, this is not suitably monitored by staff because children play with cups in the water trough which are very similar to those they use for drinking. This causes some confusion and leads to some children drinking from the play resources. This poses a risk to their health, as they are not protected from the risk of the spread of infection.

Children eat a healthy snack which staff make available throughout the session. They encourage children to eat as much as they choose, independently ensuring they have adequate nourishment. Staff encourage children to wash their hands before they eat and after using the toilet to maintain their well-being.

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

Staff have a generally good knowledge and understanding of the learning and development and welfare requirements. This inspection was brought forward following concerns around the provisions safety and risk assessment procedures. Ofsted completed an investigation and set four notice to improve actions. This included to ensure that written risk assessments are completed in relation to specific issues, to inform staff practice, and to demonstrate how risks are managed, with particular regard to security of the premises at the main entrance area. The pre- school was asked to ensure that a legible written record of accidents or injuries and first aid treatment is kept with all relevant details recorded. The provider took action to rectify these breaches. They now have laminated signs placed on the main entrance door regarding safety of door and entrance /exit of building premises. There are new accident books and all recording methods monitored to ensure consistency.

Recruitment systems are sound. The committee make sure they induct new staff and carry

out all checks to confirm their suitability to work with children. Staff undergo training to remain aware of how to protect children through recognising the signs and symptoms that might cause them concern about children's welfare and who to liaise with.. The staff monitor areas where children play and learn to identify any potential hazards. The entrance to the building is secure and staff greet parents and children when they arrive to further reduce the likelihood of children catching their fingers.

The pre-school finds ways of working with parents to help them to feel included in their children's care. A parent committee allows them to have involvement in running the pre-school. Questionnaires help parents to share their ideas and views. The parent's noticeboard provides information about how parents can make a complaint and information about the pre-school's plans of curriculum activities. Parents feel that the pre-school staff are friendly and approachable and know they can talk to staff if they had any concerns. Staff complete children's progress checks when they are two years old and share these with parents. Children's records are sufficient in monitoring their learning and parents welcome opportunities, such as parent's evenings to discuss children's progress,

The pre-school is developing extensive plans for improvement. They have an action plan which they use to monitor and evaluate the care they provide for children. As a result, they have made significant progress since the previous inspection and have addressed many areas of weakness. However, many new working practices are in their infancy and as such, have yet to have a measurable effect upon quality. The staff and committee team have drive to improve. The manager is raising the morale of staff to create a happy working team who share the same desire to provide high quality care.

Supervision helps staff to identify their training needs and targets help them to focus on professional development. The chair person conducts regular appraisals of staff work and tackles underperformance suitably. Senior staff cascade knowledge to the team about policies and procedures and provide them with electronic copies. This helps staff to know their responsibilities, such as, how to use social networking sites professionally. This means that staff are professional and informed, and conduct themselves in ways that make them a good role model for children.

The pre-school staff work alongside other professionals to support children's care, learning and development. They seek support from local authority development workers and health professionals which benefits children. The pre-school work closely with local school, for example to exchange their formats for tracking children's progress. This helps to provide consistency for children and parents.

### **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>     | 141792                                   |
| <b>Local authority</b>             | Milton Keynes                            |
| <b>Inspection number</b>           | 935543                                   |
| <b>Type of provision</b>           |  |
| <b>Registration category</b>       | Childcare - Non-Domestic                 |
| <b>Age range of children</b>       | 2 - 5                                    |
| <b>Total number of places</b>      | 84                                       |
| <b>Number of children on roll</b>  | 64                                       |
| <b>Name of provider</b>            | Bletchley Pre-school Playgroup Committee |
| <b>Date of previous inspection</b> | 19/06/2013                               |
| <b>Telephone number</b>            | 01908 375351                             |

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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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